

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

College Assistance Migrant Program (CAMP) CFDA Number 84.149A

CFDA # 84.149A

PR/Award # S149A160026

Grants.gov Tracking#: GRANT12114304

OMB No. , Expiration Date:

Closing Date: Mar 07, 2016

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------

* 3. Date Received: <input type="text" value="03/07/2016"/>	4. Applicant Identifier: <input type="text"/>
----------------------------------------------------------------	--------------------------------------------------

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--------------------------------------------------------	-------------------------------------------------------

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
-------------------------------------------------	-------------------------------------------------------

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Walla Walla Community College"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="91-0821964"/>	* c. Organizational DUNS: <input type="text" value="0718468770000"/>

d. Address:

* Street1: <input type="text" value="500 Tausick Way"/>
Street2: <input type="text"/>
* City: <input type="text" value="Walla Walla"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="WA: Washington"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="99362-9267"/>

e. Organizational Unit:

Department Name: <input type="text" value="Arts and Sciences"/>	Division Name: <input type="text" value="Arts and Sciences division"/>
-----------------------------------------------------------------	------------------------------------------------------------------------

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text"/>	* First Name: <input type="text" value="Richard"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Middleton-Kaplan"/>	
Suffix: <input type="text" value="Ph.D"/>	
Title: <input type="text" value="Dean of Arts & Sciences"/>	

Organizational Affiliation: <input type="text" value="Walla Walla Community College"/>

* Telephone Number: <input type="text" value="(509) 527-4221"/>	Fax Number: <input type="text"/>
-----------------------------------------------------------------	----------------------------------

* Email: <input type="text" value="richard.middletonkaplan@wwcc.edu"/>

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.149

CFDA Title:

Migrant Education_College Assistance Migrant Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-010716-001

* Title:

Office of Elementary and Secondary Education (OESE): College Assistance Migrant Program (CAMP)
CFDA Number 84.149A

13. Competition Identification Number:

84-149A2016-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

CAMPGrantAreasAffecteded.pdf

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Walla Walla Community College- From Working Fields to the Fields of Academia: Advancing Migrant Educational Attainment, Social Justice, and Institutional Value

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="314,057.21"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="314,057.21"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

Walla Walla Community College CAMP Grant

Areas Affected by Project

As prescribed in RCW 28B.50.040, the Walla Walla and Clarkston campuses of Walla Walla Washington constitute District 20, defined as follows:

(20) The twentieth district shall encompass the counties of Asotin, Columbia, Garfield and Walla Walla.

Areas affected by this project include the cities, towns, orchards, and unincorporated areas of these counties in Washington State. Primary town sites with migrant and seasonal workers include Asotin, Burbank, Clarkston, Dayton, Pomeroy, Prescott, Touchet, Waitsburg, and Walla Walla.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Darlene Snider</p>	<p>TITLE</p> <p>Dean of Transitional Studies & High School Pr</p>
<p>APPLICANT ORGANIZATION</p> <p>Walla Walla Community College</p>	<p>DATE SUBMITTED</p> <p>03/07/2016</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Walla Walla Community College * Street 1: 500 Tausick Way Street 2: _____ * City: Walla Walla State: WA: Washington Zip: 99362 Congressional District, if known: _____		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: US Department of Education	7. * Federal Program Name/Description: Migrant_Education_College_Assistance_Migrant_Program CFDA Number, if applicable: 84.149	
8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant: Prefix _____ * First Name: None Middle Name: _____ * Last Name: None Suffix: _____ * Street 1: _____ Street 2: _____ * City: _____ State: _____ Zip: _____		
b. Individual Performing Services (including address if different from No. 10a) Prefix _____ * First Name: None Middle Name: _____ * Last Name: None Suffix: _____ * Street 1: _____ Street 2: _____ * City: _____ State: _____ Zip: _____		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Darlene Snider * Name: Prefix _____ * First Name: Darlene Middle Name: _____ * Last Name: Snider Suffix: _____ Title: Dean of Transitional Studies Telephone No.: 509.527.4265 Date: 03/07/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S149A160026

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDOcketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Walla Walla Community College

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE:

* DATE:

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

EDAbstract.pdf

Add Attachment

Delete Attachment

View Attachment

ED Abstract for Walla Walla Community College Project

Project Title: From Working Fields to the Fields of Academia:

Advancing Migrant Educational Attainment, Social Justice, and Institutional Value

- Name of Applicant: Walla Walla Community College.
- City and State of Applicant: Walla Walla, WA.
- Project objectives and activities: To increase local migrant and seasonal workers' ability to enroll and succeed in college, working with internal and community partners to create a sense of *familia*. Strengthen institutional infrastructure and tailor support services and cultural enrichment events to increase advancement toward STEM- and other academic transfer degrees. Activities include CAMP students serving as ambassadors to the campus community after their first quarter. Increased educational access, success, and attainment are social justice imperatives that will help to narrow our regional Latino poverty gap.
- Applicable priorities: This application addresses Invitational Priority (1) and (2).
- Proposed project outcomes: 90% pass Math starting Year 1. 15% increase in STEM majors.
- Number of participants to be served annually: All commuter: 25 in Year 1; 30 in Year 2; 40 in Year 3; 40 in Year 4; 45 in Year 5. Total number of commuter participants served: 180.
- Number and location of proposed sites: One primary site: Walla Walla CC, focusing on the Walla Walla campus's service region. The Clarkston campus is a secondary, smaller site.
- Project targets: GRPA Measure 1: 86% Year 1; 87% Year 2; 88% Year 3; 89% Year 4; 90% Year 5. GRPA Measure 2: 85% Year 1; 87% Year 2; 88% Year 3; 89% Year 4; 90% Year 5.
- Theoretical and conceptual background of the study: We will use the Theory of Change Logic Model. In each phase, actions to drive change are identified, interim outcomes measured, adjustments made to actions and interventions, and long-term outcomes measured

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

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ABSTRACT

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Appendices:

1. Job Descriptions
2. Letters of Support
3. References

Mandatory Attachments

1. Indirect Cost Rate Agreement
2. Budget narrative
3. Project narrative

ED Abstract for Walla Walla Community College Project

Project Title: From Working Fields to the Fields of Academia:

Advancing Migrant Educational Attainment, Social Justice, and Institutional Value

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- City and State of Applicant: Walla Walla, WA.
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- Proposed project outcomes: 90% pass Math starting Year 1. 15% increase in STEM majors.
- Number of participants to be served annually: All commuter: 25 in Year 1; 30 in Year 2; 40 in Year 3; 40 in Year 4; 45 in Year 5. Total number of commuter participants served: 180.
- Number and location of proposed sites: One primary site: Walla Walla CC, focusing on the Walla Walla campus's service region. The Clarkston campus is a secondary, smaller site.
- Project targets: GRPA Measure 1: 86% Year 1; 87% Year 2; 88% Year 3; 89% Year 4; 90% Year 5. GRPA Measure 2: 85% Year 1; 87% Year 2; 88% Year 3; 89% Year 4; 90% Year 5.
- Theoretical and conceptual background of the study: We will use the Theory of Change Logic Model. In each phase, actions to drive change are identified, interim outcomes measured, adjustments made to actions and interventions, and long-term outcomes measured.

PROJECT NARRATIVE

I. NEED FOR AND SIGNIFICANCE OF PROJECT

1. Why here and why now? Walla Walla Community College shares the Department of Education’s commitment and desire to increase college access and completion for migrant and seasonal workers and to increase their representation in STEM fields. At this moment, we stand poised to welcome CAMP students to Walla Walla Community College (WWCC) and to propel them forward into greater academic achievement. Our institutional history and several factors have led us to establishing a Mission Statement and Strategic Plan dedicated to student success, equity, and strong communities; creating infrastructure and capacity to support that success; forming close, vibrant relationships with community partners devoted to migrant worker education and with area high schools; renewing commitment to Achieving the Dream; developing nationally recognized, ASPEN-award winning success in achieving high rates of student access, retention, and completion, and transfer to baccalaureate institutions; creating wraparound student support services so effective that they earned a commendation in our 2015 Year Seven accreditation visit from the Northwest Commission on Colleges and Universities; performing outreach leading WWCC to the cusp of qualifying as a Hispanic Serving Institution; and experiencing economic recovery which has led to slightly declining enrollment, thereby positioning us to use our expanded capacity to welcome and support CAMP students.

Emboldened by our institutional commitment and the documented successes that have made WWCC a leader among its peer institutions, staff and faculty have spawned new initiatives to further improve our retention and completion rates and to extend our services to students who have not yet enjoyed the transforming benefits of higher education. Among these employee-driven, organically grown initiatives are a Latino Student Success in Transfer Education Task

Force which branched out from the Achieving the Dream Committee, a Hispanic/Latino Caucus employee group, a Recruitment Task Force, and a Women in STEM initiative designed to increase the number of female students entering STEM majors and transferring to baccalaureate institutions to complete STEM degrees.

These efforts stems from employees' deeply held convictions about the need for equitable educational opportunity and the recognition that educational attainment is the single most significant predictor for breaking cycles of poverty and improving students' financial futures.

At the same time internal initiatives have moved WWCC toward intensified support for migrant worker participation in higher education, community-based initiatives with shared goals have grown, often with significant contributions from WWCC employees. Walla Walla High School is currently emphasizing STEM education, particularly among underrepresented groups, and preparing its graduates to enter STEM majors at WWCC.

These internal and external conditions dovetail to point WWCC in one clear direction—a direction which coincides with CAMP objectives. We perform better than peer institutions at providing the student support services and academic rigor that must underpin student success. WWCC's recognized track record in student retention and completion, its rootedness in its community, its mission and its practices all constitute an institution well-positioned to help CAMP-eligible students discover, meet, and exceed their academic and career ambitions.

Why are we submitting this proposal? For these three simple reasons:

- i. Because our own resources at a time of looming drastic cuts in state funding prevent us from being able to recruit and support CAMP-eligible students in a way that insures their success in significant numbers.

ii. Because migrant worker families and the Latino population in our district face disproportionate barriers to entering higher education, and because these barriers prevent our local CAMP-eligible population from matriculating to STEM degrees.

iii. Because with Department of Education funding through the CAMP grant, WWCC will be able to strengthen our outreach into underserved communities, bringing students to campus who can benefit from our existing successful practices while teaching us to improve those practices for the benefit of their peers, thereby increasing the number and rate of completions and transfers, particularly in STEM fields.

Department of Education CAMP grant funds will directly enable WWCC to bring greater educational and economic equity to our community, and to more fully fulfill our mission of being the catalyst that transforms students' lives.

2. STEM programs and transfer: Strong course offerings and exceptionally accomplished faculty in STEM enable WWCC to apply consideration under Invitational Priority 1(a) and 1(b), providing students with increased access to rigorous and engaging coursework in STEM and increasing the number and proportion of students prepared for postsecondary study in STEM-related fields. WWCC students can earn an Associate in Science Option I or II degree and several discipline-specific A.A./A.S. degrees.

3. Magnitude of the need for services:

- According to a March 2016 report from the National Research Center on Hispanic Children & Families, 13% of Hispanic children live in deep poverty, 19% live in poverty, and another 30% live near the Federal Poverty Level (FPL). All told, 62% of Hispanic children, or 11.1 million, live in or near poverty (HispanicResearchCenter.org). What meager chance do they have of paying for higher education when they reach college age?

- Poverty in the agricultural Walla Walla region is worse than in the state or nation. Walla Walla's poverty level is 63.4% greater than the Washington average and 46.4% greater than the national average.
- In 2013, 17.4% of all Walla Walla County residents were living under the FPL, compared to 15.8% nationwide and 14.1% in Washington State.
- In the Blue Mountain Region that contains WWCC's district, Latinos endure even more dire economic circumstances than their white non-Latino neighbors. For example, while 15% of non-Latino whites in the region live 200% below the FPL, nearly twice the proportion of Latinos (or 29%) live at that level.
- Growth in Walla Walla's Latino population outpaces that of other groups: From 2000 to 2014, the Blue Mountain Region experienced a 46% increase in its Latino population, compared to 9% increase in non-Latino Whites and a 10% decrease among people of color. Yet the increasing numbers have not been matched with increasing economic prosperity or improved access to higher education; poverty rates have been persistent, and migrant/seasonal workers are not finding their way to college in growing numbers.
- During the past five years, WWCC has had the highest percentage of students receiving need-based financial aid among the thirty-four institutions in the Washington State Community and Technical College System. Compared to 46.7% of students across the state system who receive need-based financial aid, at WWCC the figure is 80.8%.
- Among WWCC's students, 22% identify as Hispanic—the same as in its district.
- The average level of education for migrant and seasonal farm workers nationwide is 8th grade, with only 9% having attained some higher education—but with untapped potential to attend college for the 28% who have completed grades 10 to 12.

- When asked what barriers would prevent them from going to college, students of Walla Walla High School’s Latino Voices club responded unhesitatingly and unanimously, “Money” (3 March 2016 in-person interview).

Although we do not have data on migrant students’ college attendance in Washington State (Campos 2013), we do know that in 2012 there were 1,366 migrant students who received high school diplomas in the state. These students stand at the doorsteps of the college experience but often find the doors locked to them as they lack the keys in terms of economic means and other necessary forms of support. Among students in Walla Walla High School’s Latino Voices student club, 95 percent have a migrant background and would qualify for CAMP, according to co-advisor Bill Erickson’s estimate.

WWCC’s CAMP project would serve 180 students over five years, bringing them not just to but also through community college and on to baccalaureate transfer institutions.

4. Fervent expressions of urgent need. Pledges of commitment came in heartfelt fashion without a beat’s hesitation, the spontaneous offers to mobilize people and resources and personal connections, and the personal stories shared of lives that could have been transformed speak to the need for CAMP. People in our region realize what is at stake. Whitman Prof. Gilbert Mireles expressed it best in his letter of support: “The future depends on it.”

5. Social justice and an ethical imperative: WWCC employees and community members see the CAMP grant as a vehicle to take us further along the path of remedying the social injustices of inequitable educational access and attainment, and the resulting economic inequities. Providing access and support that leads to success, advancing our capacity to view difference as adding value to the institution, and validating the potential of CAMP students—these are nothing less than ethical imperatives as reflected in our project title.

6. Consistency with Vision and Mission Statements: The goals of the CAMP grant align with WWCC's priorities. The Vision Statement declares: "WWCC will be the catalyst that transforms our students' lives and the communities we serve." The Mission Statement reads "Walla Walla Community College inspires all students to discover their potential and achieve their goals by providing relevant, equitable, and innovative learning opportunities and services."

7. Adequacy of support from the applicant organization: Existing structures and practices that promote student success: Student Success stands first among WWCC's core themes. WWCC's processes and practices foster student success at a level exceeding our peer institutions as evidenced by 2013 ASPEN Prize and a 2016 seven-year accreditation commendation for the "Student Development Center, Financial Aid, and Department of Information Technology in the development of tools and resources that support the campus in engaging students toward their success."

WWCC students persist at consistently higher rates than students at other community and technical colleges; in academic transfer, 54% of students persisted from their first fall to the next in 2013 (2012 cohort), up from 45% in 2010, indicating on-going improvement.

For completions, WWCC consistently ranks among the highest colleges in the state system. In terms of students transferring to four-year, baccalaureate institutions, WWCC has also performed well: A 2001 National Center of Education Statistics Report found that 43% of community college students who were enrolled in an academic program and taking college-level courses successfully transferred to four-year institutions; at WWCC this figure stood at 44% in 2008-09, and has slowly but steadily increased, now standing at 51%.

Some of these successes are mirrored in WWCC's Latino student population. For example, fall-to-fall persistence among Latino females in academic transfer programs from 2008-09 to

2012-13 averaged 65%, which ranked them well ahead of white female students (52% persistence) and white males (47%). However, young Latino males in academic transfer education do not share these rates of successful retention, completion, and transfer. Significant work remains to be done.

8. Building on a firm foundation: “If you have built castles in the air, your work need not be lost; that is where they should be. Now put the foundations under them,” Henry David Thoreau wrote. WWCC has already laid the foundations with established excellence in fostering high rates of student retention, completion, and academic transfer. Now we must build the castle atop those foundations, a castle into which all members of our community may enter and live a life with all the pleasures and rewards which higher education confers. A Department of Education CAMP grant will enable WWCC to strengthen its foundations and build that castle.

II. QUALITY OF PROJECT DESIGN

i. The goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable:

Goal 1	Promote the success of students from migrant and seasonal farm worker and fishery backgrounds by helping them enroll and complete their first year of college.
Objective 1	Work with Walla Walla High School, other area high schools, and community partners to identify program-eligible students. Identify at least 100 potential students for direct recruitment and outreach.
Objective 2	Enroll 25 eligible students in the program in Year 1; 30 in Year 2; 40 in Year 3; 40 in Year 4; and 45 in Year 5. Objective total: 180 in five years.
Objective 3	100% of enrolled students will receive holistic, wraparound advising and will attend all required academic and support meetings through the year.
Objective 4	85% of CAMP students will pass English Composition I in their first year.
Objective 5	Meet targets for GRPA Measure 1, the percentage of CAMP participants who complete the first academic year of their postsecondary program: 86% in Year 1; 87% Year 2; 88% Year 3; 89% Year 4; 90% Year 5.
Goal 2	Promote the persistence of CAMP students to their second year of college.

Objective 1	Meet targets for GRPA Measure 2, the percentage of CAMP participants who, after completing the first academic year of college, continue their postsecondary education: 85% in Year 1; 87% Year 2; 88% Year 3; 89% Year 4; 90% Year 5.
Objective 2	100% of second-year continuing CAMP students will be integrated into and will participate in academic and support services available at WWCC.
Objective 3	All second-year continuing CAMP students who are eligible for TRiO support services will be assigned to a TRiO Retention Specialist.
Goal 3	Increase STEM participation.
Objective 1	90% of CAMP students will pass college-level Math in their first year.
Objective 2	100% of CAMP students will receive individualized advising that includes information about STEM majors, pathways, and careers.
Objective 3	15% higher pursuit of STEM majors among CAMP students than among WWCC’s total student population.

ii. The design of the proposed project is appropriate to and will successfully address the needs of the recruited population: Customized academic and support services are essential for the success of CAMP-eligible students. Even amongst highly motivated migrant and seasonal worker students, financial challenges present a daunting barrier. In order to help students and their families realize that a college degree is a laudable aspiration and a realistic goal with demonstrable lifelong benefits—in order to bring into their horizons the *vista buena* of a better future afforded by a college degree—WWCC will provide customized services from recruitment to completion, with a focus on *familia*.

We have designed our program based on two major factors:

- Best practices as found in the research about effective strategies for helping at-risk and first-generation college students persist to college degree completion (Cress et al. 2010; Habley and McClanahan, 2004; Harper 2012; Harper, Collins, Perez, and Morgan 2012; Muraskin 2004; Pell Institute 2006; Saenz and Ponjuan 2009; Strayhorn 2008, 2010; Tinto and Pusser 2006; and Tinto 2012).

- The qualitative and experiential testimonials of our students, of our faculty and staff and administrators.

ii (a): Building a sense of *familia*: To take a high school student with a deeply ingrained cultural sense of family, a student still very much in an interdependent relationship with that family, perhaps economically interdependent too, and then uproot the student and plunge them into an unfamiliar world dominated by an individual competitive learning model—this goes against all common sense. If we address family-centered people as lone individuals and try to educate them as if their cultural context were irrelevant, if we ignore the broader contexts of their lives, is it any wonder that our failure to engage them holistically results in their feeling disengaged from the institution? Why be surprised when students in those circumstances leave college and return home? What common sense dictates, research validates: Studies indicate that Latino students’ cultural disconnections with their higher education institutions lead them to withdraw from college (Cholewa and West-Olatunji, 2008).

To counter this unfortunate paradigm, WWCC will approach students in the context of *familia* from the start—within the limits of FERPA. The CAMP Retention Specialist/Recruiter will reach out to students in the context of their families, going into homes and meeting with not just with potential students but with their parents and siblings as well. Indeed, those immediate family members are themselves potential students, so that the entire family comes to appreciate the variety of ways of entering higher ed and the transformative value of the educational adventure that at least one of them is about to embark upon.

ii (b): Providing a family welcome: If we regard students as family, then it follows that when we invite them to campus we must treat them as if we have invited them into our homes. That means that outreach does not end when the CAMP Recruiter leaves the student’s home after

first contact. It means that we will not leave students to fend for themselves and find their way to the campus, figure out where to park, which building to enter, how to navigate through that building.... Students from Walla Walla High School's Latino Voices student club tell us that they would welcome a college van that would pick them up at their homes and bring them together as a cohort to campus—at least for their first couple of visits.

We will embrace students' families. For a family night event, we will have bilingual directional signs in the parking lots, and the CAMP Retention Specialist/Recruiter or other bilingual personnel will stand as greeters at key places. A campus tour, like the tours we now provide for new Latino students, will welcome families and will be conducted by a bilingual guide. New Student Orientation for CAMP students will be open to families and conducted bilingually. Family members will be able to see and appreciate the educational environment in which their loved one will be spending hours each day. They can more easily support what they can visualize. Spanish language events for students and families will constitute a form of well-planned, thoughtful outreach. Again, these tours and events will feature engaging interactions rather than prefabricated presentations.

ii (c): Continuing the spirit of *familia* in the CAMP cohort: WWCC does not presently have a Latino Club. The first cohort of CAMP students will become the founders of that club.

We have support along the educational spectrum to help us develop a student club from our major feeder high school and the preeminent Liberal Arts College in our area. Whether this emerges along lines similar to Puente depends on the students, and the CAMP Director.

CAMP students will have a sense of family within their cohort, and will find a welcoming family in larger campus student community. CAMP students will be encouraged to both maintain an internal sense of community and to weave themselves into the larger institutional fabric.

ii (d): Forming supportive relationships with mentors and peer mentors, and then giving back by becoming peer mentors: Mentoring relationships play a crucial role in the academic success of this student population. The presence of a mentor was a significant factor in Latino students' college persistence (Bordes-Edgar, Arredondo, Kurpius, and Rund, 2011).

WWCC's CAMP students will be supported by mentors, as indicated in letters of support. With guidance from peer mentors who have recently gone through that challenging first year of college, and with role models from the community as adult mentors, CAMP students will be enveloped in supportive encouragement from trusted confidants and exemplars.

When CAMP students advance to their second year, they may become paid peer mentors to the new cohort of incoming CAMP students. In this way, they are able to help those who follow them by sharing their accrued wisdom. Indeed, the entire institution will benefit from their reflections on their experience, which they will be encouraged to present in varied forums.

iii. The proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population: WWCC is deeply integrated into its communities. At a time when some community colleges are removing the word "Community" from their names, WWCC has enshrined Strong Communities as a core theme. Close ties to community partners will enable WWCC to effectively provide services.

iii (a): Bringing education to families in their communities: Our project budget includes travel expenses for the CAMP Retention Specialist/Recruiter. In the large agricultural Blue Mountain Region of southeastern Washington State, migrant workers live across a wide expanse. Residents who live in towns such as Touchet, Dayton, and Burbank—to say nothing of people who live in the unincorporated areas between towns—can be easily forgotten without a strategic recruitment effort and a budget to come to them.

If the CAMP Recruiter discovers through conversation with families a need to create new satellite programs for learners who cannot get to campus, our relationships with businesses and other organizations enable us to create on-site courses. WWCC is thoroughly practiced at providing on-site education in our catchment areas. For example, WWCC has a well-established Learning Center inside the plant at major regional employer Tyson Fine Foods, and conducts a night school for Hispanic adults at Garrison Middle School. The Garrison Night School has operated since 1994 as a community partnership between WWCC and Walla Walla Public Schools, with the mission of promoting “the education of Hispanic parents by connecting them to the school community, preparing them for a General Education Diploma and facilitating their enrollment in college, thus raising the educational level and standard of living of the family.”

iii (b): To further strengthen our proposal and heighten the impact on student retention and completion, WWCC responds here directly to Invitational Priority 2, engagement with community and faith-based organizations. WWCC recognizes that strong communities are critical underpinnings to a strong, resilient society. The broad range of community and faith-based partners who have eagerly and enthusiastically stepped forward in support indicate not just depth and breadth of support, but of a recognized need across multiple sectors. All of these commitments to assist CAMP students by providing or referring them to resources illustrate the high regard in which WWCC is held and the shared communal determination to help migrant and seasonal worker students succeed academically. We received so many letters of support that we could not include them all within the page limit. Additional letters not included in the Appendices come from Scott Bieber, Walla Walla City Chief of Police; J. Andrew Rodriguez, Director of the Blue Mountain Action Council’s Commitment to Community; and Victor Manuel Rubio Rivera, high school tutor and organizer of the LEGO robotics competitions.

Addressing Invitational Priority 2, faith-based community partners include Catholic Charities and Congregation Beth Israel (CBI). Endorsing the CAMP grant on behalf of Walla Walla's Jewish community, CBI President Oliver Birchwood-Glover invites migrant and seasonal worker students to his farm for a celebration of the Jewish harvest festival Sukkot, a holiday which involves building a temporary outdoor structure. The exchange of cultural, religious, and agricultural traditions should prove mutually illuminating.

iv. The proposed project will increase efficiency in the use of time, staff, money, or other resources in order to improve results and increase productivity: Institutional commitment to CAMP students' success ultimately proves efficient in that retaining the GRPA target percentage of students will result in reduced second-year attrition and reduced need for recovery outreach. What we learn from student feedback and program analysis will redound to the benefit of all students, thereby paying off by improving student success strategies.

v. The proposed project is supported by strong theory (as defined in 34 CFR 77.1(c)): Consistent with the terms and definitions of EDGAR, Walla Walla Community College used a Logic Model to build evidence of the CAMP project's impact on outcomes.

WWCC's project uses the Theory of Change Logic Model framework. We have developed a Research Project which has been attached as optional project narrative. That document delineates the Theory of Change model; considers how the model can be applied to think about WWCC's CAMP implementation plan; and lists three stages of Actions to Drive Change, anticipated Student Outcomes and System Outcomes.

III. QUALITY OF PROJECT SERVICES

1. Professional Development of Sufficient Quality, Intensity, and Duration: The CAMP Director and Retention Specialist/Recruiter will participate in professional development

activities that present both demonstrated and innovative strategies for successful recruitment, retention, and academic and student services support. They are expected to maintain active involvement in their professional associations and to attend meetings such as the National Association of State Directors of Migrant Education and the National CAMP HEP conferences.

Ongoing professional development for faculty will continue to include regular workshops about Culturally Responsive Pedagogy (also called Culturally Relevant or Responsive Teaching, or CRT). A set of faculty expectations being developed by the Professional Development Competencies Task Force of WWCC's Achieving the Dream Committee emphasizes CRT. The CAMP Director will work with Dean of Arts and Sciences Dr. Richard Middleton-Kaplan, and with Dean of Transitional Studies Darlene Snider, to identify faculty with training in CRT as instructors for classes expected to have large numbers of CAMP students enrolled.

2. CAMP student Ambassadors/Los Embajadores: Who better to increase the WWCC community's understanding of CAMP students' experiences, obstacles faced and overcome, support needs, and perspectives about their first year at the college than the students themselves? Who better to enrich and extend our institutional understanding of equity and diversity? CAMP students enter WWCC in their quest for educational opportunity, but they can then become educators to the entire campus community. The Ambassadors/*Los Embajadores* program is designed explicitly to give CAMP students to be ambassadors of multicultural learning and equity to the rest of the campus, acknowledging their authority to teach faculty, staff, administrators, and peers what WWCC must learn from them.

In order to allow CAMP students to focus on their studies and complete the first year, they would not be expected to serve as ambassadors during their Year 1. In Year 2, they could volunteer to serve as ambassadors, arranging at least one presentation to the campus community

through the venue and media they select: a talk, a home-made film, a performance, an exhibit, or whatever their imaginations might devise. The students will have agency and autonomy.

IV. QUALITY OF PROJECT PERSONNEL

1. Qualifications, Training, and Experience of the CAMP Project Director: The CAMP Project Director will be a full-time, full-contract management position. The Director will oversee the entire program, including supervision of employees and summer bridge programming, and will serve as the research project PI. As the main liaison to community partners and outside agencies, the Director will function as the face of the CAMP Program internally and externally.

The Director should be bilingual and comfortably bicultural. The Director must also have strong command of research methodologies and be able to work as PI in concert with our Director of Planning, Research, and Assessment in program evaluation and the research project.

In accordance with the high standards, demands, and expectations we attach to this position, the salary budgeted sits at the top of the salary schedule. If WWCC is awarded a CAMP grant, the search for this person will begin immediately.

2. Qualifications, Training, and Experience of the CAMP Retention Specialist/

Recruiter: The CAMP Retention Specialist/Recruiter will be a full-time, full-contract classified position. This individual will be the main contact and advisor for each student in the program, providing services from initial needs assessments to reviewing course placement, helping students with developing their individualized student success plans, monitoring academic performance, and staying in close touch with students regarding how they are experiencing the institution. In planning CAMP activities, the Retention Specialist/Recruiter will work closely with Student Services and other people on campus who have expertise in best retention practices.

In order to be effective in the Recruiter role, this person will travel, primarily in the spring and summer, for outreach and recruitment. This will involve more than traveling to make presentations; our expectation is that the Recruiter will go into family homes and speak not just with potential students but with their families, demonstrating to the entire family the value of a WWCC education in bettering their lives so that the CAMP student feels fully supported. Several researchers have found a correlation between Latino students having difficulties in college and their college educational culture being different from their home culture (Brown, 2008; Boykin, Tyler, and Miller, 2005; Foster, Lewis, and Onafowora, 2003). Therefore, the recruiter must be at ease talking with families, speaking with them in their homes, inviting them to campus for campus tours and events, and conveying to them the joys and benefits of higher learning.

The Recruiter plays a crucial role in helping CAMP students attain college success and in helping them and their families to break the cycle of poverty. Anyone who has seen a first-generation college student walk across a stage to receive a diploma cheered on by parents, or cheered on by younger siblings who until that moment had never dreamed of going to college themselves, or who has seen a parent walk across the stage alongside a child to receive their degrees in tandem after the parent was inspired by the child to resume their own education, or parents impelled to earn degrees to set a positive example for children still in grammar school—anyone who has witnessed such a ceremony will appreciate the importance of having a skillful recruiter. WWCC will settle for no less.

If WWCC is awarded a CAMP grant, the search for this individual will begin immediately.

3. Qualifications, Training, and Experience of CAMP Internal Evaluator: The CAMP Internal Evaluator will be a part-time hourly position contracted for 30 hours per quarter. This person will support the CAMP research project PI in data analysis and annual report completion.

4. Qualifications, Training, and Experience of CAMP Tutors: Three positions for tutors will be added to the existing tutoring pool in WWCC's Tutoring & Learning Center. They will work with CAMP students five to six hours per week for all four quarters, or for approximately 38 weeks per academic year. Tutor training for CAMP tutors will be provided annually and throughout the year as needed to insure a high level of tutoring services for CAMP students.

5. Qualifications of Current WWCC Personnel Vital to the CAMP Program: The new personnel WWCC hires for CAMP will step into an institution with strong infrastructure, accomplished faculty and staff and administration, and nationally recognized success in bringing first-generation students to college completion. Existing employees and processes provide a firm foundation on which to build CAMP success. In co-awarding the 2013 ASPEN Prize for Community College Excellence to WWCC, the ASPEN Institute wrote:

With a majority of its students entering below college-ready standards, Walla Walla has placed a priority on responding to issues that cause students to drop out. The administration and faculty have developed strategies such as mandatory personal, academic and career advising, as well as unique technological tools used to counsel students on program selection and track student progress to a degree. These programs have led Walla Walla students, many of whom are the first in their family to attend college, to achieve graduation and transfer rates well over the national community college average.

- 54% of first-time full-time students transfer or graduate within three years compared with the national average of 40%.
- In 2011, new graduates earned \$41,548 – about 80% higher than the wages of other new hires in the region.

- 48% of underrepresented minority students graduate or transfer within three years compared with 34% nationally. (Roth, 2013)

WWCC has continued to receive recognition for exceptional personnel and processes geared toward serving our community and fostering high levels of student completion. For example, an October 2015 Year Seven accreditation visit from the Northwest Commission on Colleges and Universities resulted in a report with three Commendations. Two of those Commendations pertain directly to what we will undertake with CAMP:

COMMENDATION 1: The Evaluation Committee commends the students, faculty, staff, and administration for their individual and collective commitment to serve its community at large, which we found to be readily apparent and embraced throughout the college.

COMMENDATION 2: The Evaluation Committee commends the collaboration between the Student Development Center, Financial Aid, and Department of Information Technology in the development of tools and resources that support the campus in engaging students toward their success. (NWCCU, 2015)

In addition, the CAMP Project Director, Retention Specialist/Recruiter, Internal Evaluator, and Tutors will enjoy full cooperation and enthusiastic support in their mission from personnel with special expertise. For example, new Vice President of Student Services José da Silva, building on the achievements of his recently retired predecessor, brings the combined expertise of his previous work at Hispanic Serving Institutions in Florida and Texas with his doctoral work in progress on Latino student engagement and success. Mr. da Silva co-chairs a new committee focused on success of Latino students in transfer pathways, and that committee is already making progress in identifying barriers and strategies through which WWCC can help students overcome

those barriers. His co-chair is Dr. Nick Velluzzi, who brings his expertise as Director of the Office of Planning, Research, and Assessment. In Mr. da Silva's area we also have Transfer Advising Specialist Diana Herrmann, who oversees a large number of articulation agreements with baccalaureate institutions, advises students about course selection to maximize their ability to transfer seamlessly, and arranges a continuous series of Transfer Fairs.

Finally, WWCC has provided TRiO Student Support Services since 1989 under a Department of Education grant which is funded to continue through 2020. These services exist to help first generation college students, students from low-income families, and students with disabilities to persist through graduation and transfer to baccalaureate institutions.

TRiO at WWCC serves 280 students annually. Many of these students fit the same demographic as CAMP students, so the CAMP Retention Specialist would work closely with TRiO to create a seamless transition for them from the support they received in CAMP to continuing support in the TRiO program in their second year. To further ensure seamlessness, the CAMP Director and other CAMP personnel will have offices very near the TRiO staff offices.

Our Clarkston campus also has a dedicated TRiO Retention Specialist in Heather Markwalter. She is supremely qualified to assist CAMP students at Clarkston because she previously administered a CAMP grant when she worked for Lewis-Clark State College in Idaho, just across the state line from WWCC's Clarkston campus. Ms. Markwalter understands at a profound level the support necessary to help CAMP and TRiO students succeed.

TRiO participants have a 22% greater chance of persisting toward their degree and entering their third year of college than similar students without the benefit of TRiO. Students who receive a full range of TRiO services (counseling, special courses, and tutoring) are twice as likely to be retained in college. The strong presence of TriO services at both WWCC campuses

helps to insure that we will meet or exceed our target goals for CAMP students completing their first year of college and continuing to the second year successfully.

6. Qualifications of Current WWCC STEM Faculty: CAMP students will directly benefit from small classes and close interaction with STEM faculty whose qualifications stand out as compared to peer institutions. These faculty members are ideally qualified to meet Invitational Priority 1(a): “Providing students with increased access to rigorous and engaging coursework in STEM.” Within its Science Division, WWCC offers a range of rigorous courses in Astronomy, Biology, Chemistry, Geography, Geology, Nutrition, Oceanography, Physics, and Engineering Physics. Of the eight full-time Science faculty on the Walla Walla campus, four have doctorates in their field, including three of the four full-time Biology instructors. The Chemistry Department is led by Dr. Ruth Russo, who previously taught at Whitman College, a highly ranked four-year Liberal Arts college in Walla Walla; Dr. Russo maintains close ties with Whitman College and frequently directs promising WWCC students to scholarship and transfer opportunities at Whitman. At WWCC’s Clarkston campus, both full-time Science faculty have doctorates in their discipline.

The “E” of STEM, Engineering, resides in WWCC’s Ag Science, Energy, and Water Management. Dean Jerry Anhorn, Jr., and his faculty and staff have created articulation agreements with baccalaureate institutions as well as close partnerships with regional businesses. These include five articulation agreements with Washington State University and another eight in progress with a completion date set for June 30, 2016. As a result of designing rigorous curricula to meet the demands of industry standards and employers’ needs, hiring instructors with strong academic credentials and workplace experience, and focusing on the Engineering transfer degree, this unit places students in good-paying STEM-field jobs at a high rate.

7. Conclusion Regarding Quality of Project Personnel: The Department of Education can feel confident that, should it choose to award a CAMP grant to WWCC, the award funds will go to strengthening an already strong system, with new CAMP specialists joining a team of high-caliber, dedicated professionals.

V. QUALITY OF MANAGEMENT PLAN

1. Adequacy of the management plan to achieve the objectives on time and within budget: The CAMP Director will have administrative authority for the program. This includes ensuring compliance with all federal and institutional regulations, overseeing allocation of CAMP funds, evaluating other CAMP staff members, directing the research project, and taking or directing steps necessary for attaining GRPA measures and meeting all grant objectives.

The CAMP Retention Specialist/Recruiter, Internal Evaluator, and Tutors will all report to the Director. The Director will guide their work, suggesting professional development opportunities as needed. The Retention Specialist/Recruiter will develop and implement the student recruitment plan; track admissions; develop and maintain positive relationships with district high schools, colleges, businesses, community and faith-based partner and potential partner organizations, and families; and advise students about scholarship opportunities.

A CAMP Advisory Board made up of community and faith-based partners and key stakeholders will provide frank assessment of staff performance and program success. Several community partners have already agreed to serve on an Advisory Board.

2. Adequacy of procedures for ensuring feedback and continuous improvement: Quarterly and annual reviews will provide continuous oversight. Moreover, each June after the end of the academic year, the CAMP Project Director will convene a CAMP Summit to review and refine implementation strategies. All key stakeholders will participate: the Retention

Specialist/ Recruiter, Internal Evaluator, and Tutors; peer and community mentors; faculty, staff, and administration from instructional units, Student Services, the Office of Planning, Research and Assessment, the Foundation, Financial Aid, and other areas; community and faith-based partners; and CAMP students. Successful and unsuccessful practices alike will be scrutinized with an eye toward improving the program and progress toward objectives for the next year.

3. Adequacy of mechanisms for ensuring high quality services: See the chart below.

Mechanism
Implement feedback delivery systems to provide quality improvement and assurance.
Balance authority of CAMP Director with CAMP Advisory Board.
Use college-level reporting and organizational structure to maintain support of all units.
Balance PI role of CAMP Director in overseeing research project with participation from Director of Office of Planning, Research, and Assessment.
Hire qualified bilingual, bicultural staff who have experience working with migrant students and their families.
Secure support from Graphics and Public Relations departments to develop promotional materials in Spanish and English.
Task the CAMP Director with complying with provisions for project management as required by Section 418.A (d) of the Higher Education Act.

VI. ADEQUACY OF RESOURCES

1. Adequacy of support from the applicant organization: Letters of support: Internal

letters begin with President VanAusdle’s emphatic endorsement of this proposal. Other internal letters of support attached demonstrate the depth and breadth of institutional commitment:

- Doug Bayne, Director of Resource Development. Mr. Bayne’s letter pledges \$10,000 per year to cover tuition and fees for CAMP students whom we recruit over our goal number.
- John Hibbits, on behalf of the Hispanic and Latino Caucus (employee group).
- Timothy Toon, Director of Student Activities, and Ross Lake, Student Body President.
- Dr. Nick Velluzzi, Co-Chair of the Latino Student Success Task Force, and Director of Office of Planning, Research, and Assessment.

These letters are a marker of this project's necessity and of how many people have so much invested in it already...as are the verbal expressions of commitment pledged by leaders from the Achieving the Dream and Diversity committees, Business Services, Financial Aid, and the Registrar. The Deans of Arts and Sciences and Transitional Studies, Dr. Richard Middleton-Kaplan and Darlene Snider, are the joint authors of this grant proposal as well as the heads of the two instructional areas which CAMP students will enter; their commitment is unwavering.

1. Costs are reasonable in relation to objectives, design, and significance of project:

WWCC has three core themes: Student Success, Strong Communities, and Resource Stewardship. This proposal directly connects to all three. Resource Stewardship entails the college's consumption of natural resources, but also entails responsible management of financial resources to ensure the institution's sustainability for years to come. Making sure that costs are reasonable is thus an institutional priority. The budget narrative demonstrates that costs are reasonable for achieving the recruitment and completion objectives.

2. Costs are reasonable in relation to the number of persons served and to the anticipated results and benefits: WWCC CAMP proposes to serve 25 students in Year 1, gradually increasing to 45 students in Year 5. The total cost for Year 1 is \$321,057, or \$12,842 per student. This is reasonable considering start-up costs and the intensive, comprehensive services necessary to ensure student success. By Year 5, as services are set in place, per student efficiency will improve and cost will decline to approximately \$9,444 per student.

3. Project incorporated into the organization at the end of Federal funding: WWCC is highly committed to diversity and equity, as stated in its Strategic Plan. Results from CAMP further these institutional priorities and will result in best practice findings that will benefit all students. The deep commitment to CAMP across all units and employee groups guarantees that

WWCC will continue providing outreach and student support to migrant students after Federal funding concludes. The CAMP grant opens a gateway which our current institutional resources deny us access to; once through that gateway, WWCC will hold the gate open on its own.

VII. QUALITY OF THE PROJECT EVALUATION

1. Methods of evaluation are appropriate to the context within which the project operates: Program evaluation will consist of detailed internal assessment performed mid-year and annually by a team consisting of the CAMP Project Director as PI working collaboratively with our Director of Planning, Research, and Assessment and a CAMP Internal Evaluator. Assessments will include whether program objectives, outcomes, and GRPA performance measures have been met. Recruitment, retention, completion, and transfer rates will

2. Methods of evaluation will examine the effectiveness of project implementation strategies: Quarterly assessment and annual analysis of strategy effectiveness will rely on collecting data and scrutinizing:

- Extent and results of outreach and recruitment strategies.
- Number of students assisted with Admissions application and Financial Aid application.
- Type and frequency of Advising services provided.
- Mentoring and Peer Mentoring participation, frequency of visits, and effect on students' sense of institutional belonging as well as effort and course grades.
- Participation in cultural enrichment activities and Associated Student Body activities on- and off-campus, and effect on students' sense of belonging as well as effort and GPA.
- Math preparation assessment will evaluate accurate placement; success in moving students who enter requiring pre-college Math through the pre-college sequence to completion of college Math by the end of their first year; impact of Math tutoring

services; pass rates relative to college-wide averages; and number of students who continue with Math courses required for STEM fields.

- English preparation assessment will evaluate accurate placement; success in moving students who enter requiring pre-college English through the pre-college Reading and Writing courses to completion of college-level Composition I by the end of their first year; impact of English tutoring services; continuation to successful completion of Composition II by end of second year; and pass rates relative to our college averages.
- STEM Support and Engagement assessment will measure number and types of participation in STEM activities, students advised about STEM majors and related fields, STEM major declarations, percent of CAMP students entering STEM majors and completing STEM Associate Degrees compared to percent of our general student population, number of completers who transfer to baccalaureate institutions with declared STEM majors, and number of completers who take jobs in STEM-related fields.
- CAMP Community assessment will evaluate program success in creating a sense of *familia* and belonging among CAMP students..

3. Evaluation will provide performance feedback that is used to refine program

implementation strategies: Routine ongoing assessment of objective fulfillment and GRPA measures will contribute to a culture of continuous improvement. The CAMP Project Director will lead review of objective fulfillment performance and work with colleagues to feed that back into refining strategies and programming. This will help to insure that we make satisfactory progress toward meeting GRPA measures—and that we are doing everything possible to help CAMP students make measurable progress toward fulfilling their academic and career goals.

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WWCC CAMP Grant Research Project

WWCC CAMP Grant Research Project Vision and Goals: Consistent with the terms and definitions of EDGAR, Walla Walla Community College has crafted a research project which embraces strong theory and a Logic Model to gather, build, and analyze evidence of the CAMP project's impact on outcomes.

WWCC CAMP Grant Research Project Logic Model Framework: Theory of Change (TOC) is a tool and process to build consensus among partners about the main “buckets” of work that need to be done in order to achieve local outcomes that are consistent with the specific goals of the initiative and the overall goals of the partners involved.

- While the TOC looks linear, the work is very iterative; shifts in the current state may impact actions. As the work unfolds, actions may lead to shifts in expected outcomes.
- The TOC is not a stagnant document. It should be revisited periodically to make sure it still makes sense as the work unfolds.
- The local partner TOCs should have characteristics of a carefully constructed logical argument in order to ensure a high likelihood of achieving the expected outcomes. The pilot TOCs should be grounded in as much qualitative and quantitative information as possible to promote the selection of appropriate actions.
- Local partner work plans should closely align with their individual TOCs.

CAMP is designed to engage migrant and seasonal farm workers who want to enroll in postsecondary programs but face barriers. The WWCC CAMP program collaborates with key institutions, community based organizations (CBOs), and community partners to develop and sustain programs and local partnerships aimed at improving education outcomes for migrant and seasonal farm workers in Washington State.

ASSUMPTIONS ABOUT STRUCTURE, YEAR-ONE PLAN, AND DATA

Assumptions about establishing and sustaining a strong infrastructure

Integrating existing current research on diversity, equity and inclusion with practical practice in the community college will inform and enhance this work.

- Examining barriers migrant students face when entering the college is essential in designing services that empower them to fully engage in the campus community.
- This initiative will seek to maximize the level of effort on behalf of community college by leveraging existing connections to CBOs, employers and community agencies and this engagement ensures that the program engages all stakeholders.
- The capacities and qualifications noted in the application serve as the Checklist and ensure that the college has the appropriate staff, content knowledge, perspective, and resources to successfully meet the outcomes of the project.
- The program elements will be sustainable.

Assumptions about designing and implementing one-year pathway models

- Strong partnerships with community partners and cross campus collaborations inform the program elements.
- These partners are critical in sustaining, and possibly expanding, programming at the local community college level.
- Campus committees (ATD, Diversity Committee, Latino Success in Transfer, Transitional Studies- faculty) and outside entities bring unique insight into the experiences of the target population and will increase likelihood of local success.
- A series of coordinated supports that include input from large employees, school districts, and community service agencies will be sufficient to help recruit the target

group, establish educational and/or career goals, develop a pathway map toward college degree completion, and support students in achieving them.

- Students successfully pass all courses and are retrained and register for year two course.
- Scholarship funding is available to fund 15 credits of course work in year one.
- Leveraging local funding and working with local partners to reallocate/repurpose current funds is critical for the sustainability of CAMP.

Assumptions about using data to make policy and practice recommendations

- Data can be collected in an ongoing and thorough way in order to make a case for practice and policy changes.
- The leadership group will be responsible for establishing data elements that will be tracked quarterly.
- Evidence of success will ensure on-going support for the program after the first year.
- A meeting space, Equity Center, will be established on campus

Research project research questions: Founded on strong theory and the Theory of Change

Logic Model, our project would investigate the following questions:

- How do students' early perceptions of what their college experience will be like impact their engagement in CAMP project elements and overall campus engagement in orientation, class attendance, and campus activities?
- How and in what ways are CAMP project elements modified to factor in student voices during the first project year?
- What program elements do students attribute to meeting or not meeting the program measures of success?

Research project problem statement: How ought students' lived experiences to factor into the design of programs that are established to serve them? The purpose of this research is to uncover the social complexity that migrant farmworkers and their family members experience as they attempt to navigate the community college education system so that institutions can be better prepared to address those barriers that impede their success. In other words, what kind of academic and pedagogical training, support services, and partnerships are necessary to ensure, to the extent possible, that CAMP students persist and achieve their higher education goals? This research will provide evidence that key components of the CAMP project will increase success for students. The research examines the relational aspects of race and ethnicity and campus engagement by employing qualitative methods, such as participant observation, interviews, and focus groups. This research will provide an analytical description of how students perceive whether program elements assist or hinder them from fully integrating into classrooms, social experiences, campus programs, and the overall campus environment.

As the nation's racial and ethnic composition evolves, institutions must understand the educational benefits of diversity and how these benefits contribute to achieving the central goals of higher education (Gurin et al. 2002). The CAMP research project includes a study of the lived experiences of migrant worker students and their perception of how the supports help them to find their place on the Walla Walla Community College campus. It is important to consider student voice and their perceived connection to campus as a critical part of retention. Our previous experience working with migrant families lets us know that migrant students often experience separation as part of their experience before attending college.

Deil-Amen and Rosenbaum (2003) argue that lack of structure around college recruitment, enrollment and placement practices increases the importance of cultural capital or "social know-

how” as it pertains to navigating and “doing” college. Consequently, those structures unintentionally further disadvantage already disadvantaged student groups (low-income, minority, and first-generation college enrollees). A study of fourteen colleges showed that community colleges expect students to have acquired specific “social know-how skills” and knowledge that is not as accessible to socially disadvantaged students. This research presents seven obstacles which students face when college systems fail to take into account that students might not understand those systems. The obstacles are (1) bureaucratic hurdles, (2) confusing choices, (3) student-initiated guidance, (4) limited counselor availability, (5) poor advice from staff, (6) delayed detection of costly mistakes, and (7) poor handling of conflicting demands. (Del-Amen & Rosenbaum, 2003, p. 121). In recent years there have been conversations about diversity, equity, and inclusion in higher education. Instead of a crisis-driven, reactive approach to address diversity and equity issues on college campuses, more and more institutions are adopting a strategic disposition that acknowledges the demographic shift currently underway and the actual increases in the volume of socially disadvantaged populations seeking a higher education credential.

Research project broader impacts: This study has broader impacts on three main areas:

- 1) The research will contribute to the sustainability of key elements in the CAMP programs and highlight program needs at WWCC.
- 2) Through an in-depth study of support services, curriculum choices, and learner experiences among the migrant worker population, this research will contribute to educators seeking to embed an inclusive, multicultural approach in their classrooms.
- 3) The education system is increasing awareness of diversity, equity, and inclusion and the implications for partnerships that increase success rates in high-demand STEM programing “to

advance the economic viability of populations who could not otherwise realize the American dream” (Thornton, S, 2013, p. 61).

Research Project Year-One Timeline:

June through August: Interview CAMP students prior to orientation. Students share information on current perceptions of college. What do they expect their experience will be like when they arrive on campus? Who do they expect to see? What do they expect from their classroom experience?

August and September: Input from students will be used to check alignment with planned CAMP orientation and retention activities.

October through December: Monitor student attendance, grades, course enrollment, and engagement in CAMP and campus enhancement activities.

June: Final meeting with students to get feedback on knowledge, understanding, perceptions of CAMP Program. How have student attitudes about college changed over the year?

Research project repeating timeline: Review of feedback from previous year (or years, once the project enters its third year) will be applied in Years 2 through Year 5 to increase student success in college and STEM pathways.

References

Included in Project Narrative optional attachment.

Other Attachment File(s)

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Walla Walla Community College Job Description

Job Title: Director of CAMP Services

General Summary

Coordinates the comprehensive academic, financial, and supportive services for the College Assistance Migrant Program (CAMP) participants.

Major Duties:

- Provides comprehensive academic guidance, performs periodic assessments and monitors progress of all WWCC CAMP participants.
- Manages and assists in the implementation of all educational and supportive services activities.
- Maintains participant's records and collects data necessary for all reports and evaluation.
- Supervises peer leaders/academic tutors.
- Represents Walla Walla Community College in the most positive manner with prospective, former and current students, clients, suppliers and the community we serve. Interacts effectively with a diverse group of faculty, staff, students and other customers of our services, learns and uses operating practices of the department and Walla Walla Community College.
- Handles confidential information with tact, discretion and in compliance with FERPA regulations.
- Mentor students in academic, social, and career service areas; including college success planning, assisting with job shadowing opportunities, activity participation and providing an avenue of student engagement through a mentoring program.
- Provides direct support to CAMP Retention Specialist in work relevant to student communication and coordination of relevant student workshops and activities.
- Assists in the development of retention strategies and researches best practices.

Minimum Qualifications:

- Bachelor's degree in a relevant field
- Three years of experience working with educational programs for migrant students and/or community involvement programs
- Fluent bilingual/bicultural (English/Spanish) skills
- Some experience with advising college students
- Supervisory experience
- Strong organizational and interpersonal communication skills
- Familiarity with education issues in the targeted population
- Ability to work evening and weekend programming/activities

Desired Qualifications:

- Experience in working with or similar background as migrant and seasonal farmworker community
- Strong communication and organizational skills
- Strong interpersonal, writing, and speaking skills
- Computer skills, i.e., database management, word processing, desktop publishing



Walla Walla Community College Job Description

Job Title: Retention Specialist for CAMP Services

General Summary

The Retention Specialist assists with providing many programs and activities designed to promote CAMP student recruitment, retention and completion. The CAMP Retention Specialist is an active contributor to the success of the entire program.

Major Duties: To perform this job successfully, an individual must be able to perform each of the following essential duties and responsibilities satisfactorily. Specific responsibilities of the CAMP Retention Specialist include, but may not be limited to:

- Present to students, college faculty and staff, community organizations, advisory committees, and community agencies regarding CAMP, higher education opportunities.
- Assist with the recruitment, screening, and selection of eligible participants, obtaining appropriate documentation.
- Verify student program eligibility and follow-up with incoming CAMP students on admission status.
- Facilitate college retention workshops as designated by the grant.
- Assist in tracking student progress; analyze record and report all retention and follow-up data on project participants; and, implement retention strategies.
- Serve as a liaison and advocate for students in their relationship with teachers, administrators, and community partners.
- Coordinate with instructional support services to meet academic needs of program participants.
- Provide intensive, comprehensive educational advising, including assistance in developing a detailed educational plan and direction in course selection.
- Provide academic early warning intervention strategies.
- Monitor financial aid and student needs on an ongoing basis.
- Assist the director in recordkeeping, program evaluation and ongoing program improvement within the guidelines of the grant.
- Coordinate and facilitate participant transfer to four-year institutions through transfer planning, campus visits and maintaining contacts with advisors at other colleges and universities.
- Work collaboratively with the CAMP director in planning orientations, family campus events, and other program events in the community or on campus.

Minimum Qualifications:

- Bachelor's degree in a relevant field
- Three years of experience working with educational programs for migrant students and/or community involvement programs
- Fluent bilingual/bicultural (English/Spanish) skills
- Some experience with advising college students
- Strong organizational and interpersonal communication skills
- Familiarity with education issues in the targeted population
- Ability to work evening and weekend programming activities



Walla Walla Community College Job Description

Job Title: Tutoring Program for Camp Services

General Summary

Assist students in improving academic achievement and study skills. Tutoring will include reviewing class material, discussing required text material, predicting test questions, formulating ideas for papers, or working solutions to problems. Tutoring is a supplement to classroom teaching and tutors are not expected to know everything about the subject for which they tutor, however tutors are expected to prepare every week for the following week in order to be prepared with material for students.

Job Requirements:

- Tutoring starts the 2nd Monday after school starts and ends the Friday before finals week with the exception of fall quarter when tutoring will begin on the first day of class.
- Receive procedures and expectations from supervisor. Attend mandatory weekly meetings, to discuss tutoring overall.
- Must be available to do a one-hour prep session every Friday in order to have material ready for the following week. Prep sessions may include composing questions for quizzes and/or tests; developing study guides, creating additional handouts with useful content for students, preparing to teach test taking strategies and skills as well as preparing to provide direct explanation, feedback, and review of in class discussions.
- Commit to at least 6 hours per week

Work Schedule: Subject to change depending on subject being offered and number of students needing assistance.

Tutor Expectations

- The following are expectations that C.A.M.P. staff feel necessary for a student employee to be successful and efficient within the program. Please read through this carefully to
- determine if you will be a good fit as part of the C.A.M.P. team. Once you're done reading, sign and date at the bottom. This will remain in your employee file.
- C.A.M.P. Tutor/Work Study employees are expected to:
- Be punctual to work, appointments, meetings, etc.
- Adhere to schedule with C.A.M.P. staff, students, and anyone else you might work with.
- Be respectful to peers.
- Be a responsible leader at all times.
- Be respectful of the C.A.M.P. staff and student relationships
- Maintain high academic standing (i.e. 2.75 GPA or higher).
- Encourage proper study habits and regular class attendance.
- Report any concerns with students or teachers/professors.
- Maintain all rules of confidentiality.
- Thoroughly complete all assigned tasks.



**Office of the President
Walla Walla Community College**

500 Tausick Way
Walla Walla, WA 99362-9267
Phone: 509/527.4274
Fax: 509/527.4249

March 4, 2016

Office of Migrant Education
U.S. Department of Education
400 Maryland Avenue, SW, LBJ-3E317
Washington, DC 20202-6135

Re: Walla Walla Community College
Migrant Education, College Assistance Migrant Program, Grant
(ED-GRANTS-010716-001)

This letter is written in support of the College Assistance Migrant Program (CAMP) initiative and grant application. Walla Walla Community College has received significant state and national attention recently after being named the Top Community College in the nation, with Santa Barbara College, by the Aspen Institute for Community College Excellence. This recognition was due to our high completion and transfer rates, along with the college's focus on placing completing students into jobs that are at or above living wage.

While we have seen great success in recent years, we recognize that there continues to be an increasing number of underprepared, marginalized, and disadvantaged students who do not have a shot at the American Dream. Walla Walla's poverty level is 63.4 percent greater than the Washington average and 46.4 percent greater than the national average. The large agricultural-based economy of the Walla Walla region attracts a labor force whose opportunities for stable, professional, living wages are limited. Twenty-two percent of WWCC's student population identifies as Hispanic, and during the past five years, the college ranked highest in Washington State's community and technical college system in the percent of students receiving need-based financial aid (80.8 percent vs. 46.7 percent statewide).

The pathway to completion of a degree is very challenging for students due to rising costs, lack of academic preparedness, negative life experiences, and socio-economic disadvantages. I support the CAMP initiative because it aligns so clearly with the vision and mission of Walla Walla Community College and our commitment to student success. Walla Walla Community College is dedicated to being a part of the solution.

Sincerely,

(b)(6)

[Redacted signature box]

STEVEN L. VAN KUSDIE, Ph.D.
President



The Foundation

Walla Walla Community College

500 Tausick Way
Walla Walla, WA 99362-9267
(509) 527-4275
FAX (509) 527-4325

March 2, 2016

Mr. Richard Middleton-Kaplan
Dean of Arts and Sciences
Walla Walla Community College
500 Tausick Way
Walla Walla, WA 99362

Dear Mr. Middleton-Kaplan,

The Walla Walla Community College Foundation is pleased and honored to support Walla Walla Community College's proposal to the U.S. Department of Education's College Assistance Migrant Program.

The Walla Walla Community College Foundation is an independent, institutionally related 501(c)(3) non-profit organization. Our mission is to assure access to all students and educational excellence at Walla Walla Community College. We do this by providing financial assistance to WWCC students, strengthening the work and services of the college, and making strategic investments to ensure that WWCC programs are "best-in-class."

In support of our mission, we champion all efforts on the part of the college to increase educational access for under-served and minority populations. The WWCC Foundation's financial assistance programs ensure that all students have the financial support they need to experience first-class educational programs at WWCC. Foundation resources, including scholarship funds and our Emergency Assistance program, will be made equally available to CAMP grant students.

Throughout the school year, many of WWCC students inevitably face critical financial emergencies that threaten to derail their education. The Foundation's Emergency Assistance program provides fast, flexible, targeted emergency aid in small dollar amounts, keeping students in school and on the road to academic completion. We believe this program, in particular, will be a helpful resource to CAMP students. The Foundation is also pleased to commit \$10,000 to provide additional tuition and fee support for any CAMP students recruited beyond the stated program goal.

We eagerly anticipate the successful development of this program, as students who would be eligible for support under the CAMP grant will make a significant positive contribution to the college and the community.

Sincerely,

Douglas L. Bayne
Director of Resource Development
Walla Walla Community College



Walla Walla Community College

500 Tauslick Way
Walla Walla, WA 99362-9267
(509) 522-2500
FAX (509) 527-4480

March 3, 2016

U.S. Department of Education
College Assistance Migrant Program
Grant Application

On behalf of the Walla Walla Community College Latino Student Success Task Force, I am writing in strong support of the attached College Assistance Migrant Worker (CAMP) grant application. WWCC is located in rural, southeastern Washington State. The College draws the majority of students from its four-county district and adjacent counties in northeast Oregon and Idaho. The district population is approximately 80,000.

WWCC has acquired a regional, state, and national reputation as a highly successful, innovative, and entrepreneurial institution. Executive leadership coupled with an unwavering commitment from faculty and staff toward the populations we serve is the cornerstone of the institution's success. For all the milestones and achievements WWCC has accomplished, there remains a fantastic amount of highly challenging work ahead. One element of that work is to increase post-secondary education access to society's disadvantaged populations. While access is a critical first step in this equation, we know that it is not enough and must be coupled with retention and completion. Therefore, institutions must strategically design themselves to effectively serve disadvantaged populations so that the probability of student success is maximized.

Rural poverty in Walla Walla County is persistent, and more densely concentrated when compared to the rest of the state and the nation. To illustrate, in 2013 the percent of Walla Walla County residents living under the federal poverty level was 17.4%. In the United States, that statistic was 15.8% and in Washington State it was 14.1%. In Walla Walla County, that amounts to over 9,500 individuals or about 1/6 of the population. Agriculture is the root of the region's economic base. Among private sector employment, agriculture employs about 14% of the Walla Walla County workforce and pays about 9% of wages earned, which amounts to a pay rate of less than \$13/hour. This suggests a disproportionate share of the region's poor is also employed.

Although the level of underprepared, first-generation students enrolling at WWCC is steadily increasing, the migrant and/or seasonal agricultural worker population is not accessing higher

education. The CAMP grant will provide the critical resources to enhance access to the farmworker population. This is important because attaining a higher education credential in high wage, high demand fields, such as STEM, can break the cycle of poverty by providing a pathway into more substantial employment and transform the lives of individuals and their families.

WWCC is known for its commitment to the "completion agenda" and is relentless in its pursuit of student success. The CAMP grant is aligned with WWCC's vision, mission, and strategic plan. It is the logical next step in evolution of Walla Walla Community College and will assist in our continuous effort to build strong communities. Most importantly, the grant will provide the critical resources to enhance higher education access and opportunity for one of the more disadvantaged populations in our community so those individuals can embark on what promises to be a life-changing endeavor.

Sincerely,

(b)(6)

Dr. Nick Velluzzi
Director, Office of Planning, Research and Assessment
Co-Chair, Latino Student Success Task Force

Sunday, March 06, 2016

To whom it may concern,

We, the members of Walla Walla Community College's Hispanic and Latino caucus working group, write to convey our full and enthusiastic support for the College Assistance Migrant Program. Many of our members have family, friends, and neighbors who are presently seasonal workers or once led an itinerant life. And so we are keenly aware of the benefits social and educational initiatives such as CAMP have on our very own community. Some of us are the only members in our immediate families who have attained bachelor's degrees and it was this opportunity that led us to future opportunities including graduate studies or other professional development experiences that brought us to our current work at WWCC as academic advisors, worker retraining coordinators, program directors, administrative assistants, transcultural healthcare specialists, clinical procedures instructors, program assistants, academic testing specialists, and in many other support and instructional capacities.

This initiative would provide us with an excellent opportunity to serve as guides and mentors to students beginning their educational journey at WWCC. We would be able to share with farmworkers and their immediate families our stories of the various pathways we took to full employment and the ways in which our studies contributed to our success. Some of us actually started our academic careers at WWCC as young students and are the first amongst our brothers and sisters to attend school beyond high school. Our own personal stories can serve to encourage others who might wonder whether they are on the right track and what they need to succeed.

As we reflect on our own roles here at the college and inventory our collective strengths, we are prepared to support this initiative in three main areas. First, as frontline staff and faculty who are bicultural and bilingual, we will serve as points of contact for our newest members, facilitating their navigation of the school's various resources and policies. We will help them gain their institutional footing quickly while serving as a cohesive network of familiar faces throughout the various departments and offices, helping to build trust in this new enterprise in their lives. While sharing our stories, we also aim to help them make sense of their new experiences here.

Second, as the CAMP initiative seeks to bridge the campus with the social geography of their lives, we too are willing to be companions in this broader social landscape beyond the campus. We are ready to welcome and introduce our newest members to our lives outside of WWCC. Many of us are members of local churches and sports leagues, current or former users of local social services, school board members, relatives of small business owners, and active members of Parent Teacher Associations. And so, much like our roles on campus, we envision ourselves as serving as ambassadors to the local community in which we live, helping open doors to affordable housing, clinics, schools, businesses, employment opportunities, health care facilities, cultural events, and legal services that we ourselves frequent, and in some cases are owned or staffed by our friends and relatives who work outside of WWCC. This is a significant area of support that we are prepared to offer, as our personal experiences have shown us that individual success often is highly dependent on the success of our families. When students know that the daily needs of their families are provided for, and when they have family

Sunday, March 06, 2016

members cheering them on in their efforts, they are better able to undertake the hard work of attending classes, writing assignments, and other aspects of educational work. The social outreach that we would provide to CAMP students and their families would be a great part of their ability to thrive in the program.

Third, as our caucus prepares to enter into partnership with our faculty, we envision developing and establishing a host of academic and cultural events that speak to our collective Hispanic and Latino experiences here in the United States, and we are excited to invite our newest members to partner with our efforts to help build intellectual programming that speaks directly to their shared lives as migrant workers. For example, we see ample room to develop workshops, seminars, and host speakers that address migrant studies in their research, social justice and legal advocacy for farmworkers, food security for itinerant populations, and many other topics. Not only would our CAMP families benefit from learning about their experiences in a broader academic context, but also would come to learn what aspects of their lives are most salient to nurture and share as they envision how to shape the course of academic endeavors that reflect their lived experiences, whether as migrants moving from California vineyards to Oregon orchards or year-round Walla Walla Valley residents for whom work varies with the seasons. In turn, with a focus on the varied experiences of migrant and seasonal workers, we become a wise and richer community of learners as we listen and incorporate the perspectives of those who often labor on the outskirts of our community.

Indeed, it is worth reflecting on the fact that attending our school are also the sons and daughters of alfalfa famers, orchard owners, grape growers, agricultural irrigation industrialists, agricultural transportation haulers, land appraisers, produce plant processing managers, and many others who depend on the labor of their migrant farm workers. They too stand to benefit from CAMP's social, cultural, and academic outreach efforts. They too will have the opportunity to understand how the broader well-being of the itinerant families of those with whom they work with side by side is central to the prosperity of our valley's future. These students, holding the wisdom of their families' experiences, often over multiple generations, can also serve as resources to the initiative, sharing their business hopes and aspirations within the broader educational framework of the school's academic mission.

The below signatures, on behalf of all caucus members, express our highest support to host CAMP here at WWCC. We also believe it important to indicate our highest confidence in the leadership behind this grant application process: it speaks highly of the administrators taking initiative on this application that from the very beginning of developing the proposal, they sought the perspectives and opinions of staff with relevant expertise and backgrounds. We are enthusiastic about the potential this grant would provide the WWCC and Walla Walla communities and fully committed to being partners in its success should we be fortunate enough to be honored by a CAMP grant.

Jose Godinez

Gaby Salazar

Carlos Jacque

Cynthia Selde

Rosa Rivera

Brenda Dehonor

Melissa Rodriguez

John Hibbitts



February 26, 2016

Walla Walla Community College
500 Tausick Way
Walla Walla, WA 99362

To Whom It May Concern:

I am writing this letter to acknowledge my support for the CAMP (College Assistance Migrant Worker) grant, the Walla Walla Community College is applying for. I continue to see a great commitment, cooperation and collaboration within the Walla Walla Community College in its movement to inspire all students in looking at barriers that prevent them moving forward in their education.

Being a Migrant/Seasonal Head Start program site here in Walla Walla, we are committed to building collaborative partnership in the community to inspire learning, growth and success in life of all children and their families. The Walla Walla Community College has been a great partnership in this since their mission aligns with ours in providing relevant, equitable and innovative learning opportunities and services.

The CAMP grant would have an impact in our community since we serve over 100 Migrant/Seasonal families each year. This is an area we see families set their goals to send their child/children to college yet they don't have the financial support to do it. It truly breaks your heart to hear those words from families who truly want their child to have a decent education yet they have no income to do it.

The CAMP grant would:

- * Provide academic and financial support to help migrant/seasonal farmworkers.
- * It would focus on STEM (Science, Technology, Engineering and Mathematics) which minority students lack in this area.
- * Help migrant/seasonal families obtain their goal in sending their child to college.
- * Eliminate barriers and accessibility to the underserved groups
- * Align with the mission and vision of the Walla Walla Community College

I have seen, firsthand, the great benefits my teaching staff has received by our local community college and it would be a blessing to see this opportunity given to Migrant/Seasonal farmworkers and members of their immediate family receive these great benefits if given the CAMP grant.

Thank you for giving us the opportunity to share our support and for your tremendous efforts in supporting all families and children in Washington State.

(b)(6)

Yolanda Esquivel
Center Director



Sergio Hernandez
Equity and Access District Coordinator
(509) 526-6748
sahernandez@wwps.org

March 4, 2016

Dr. Richard Middleton-Kaplan
Dean of Arts and Science
Walla Walla Community College

Dean Richard,

On behalf of the Latino Community and our migrant students, I am thrilled to write a letter of support on behalf of the CAMP grant application you are submitting to the U.S. Department of Education. I am very familiar with the program and have seen first-hand the difference it makes in the lives of migrant students.

As you know, Latino students make up approximately 40% of all school age children in the Walla Walla Valley. Most of them will be the first in their families to graduate from high school, let alone explore the possibilities of going on to college. If funded, the CAMP grant will have a tremendous immediate impact on migrant students applying to WWCC.

As part of the Latino community and on a personal note, I/we stand ready to help our migrant students experience success as WWCC students. If funded, I am committed to assist you by:

- Promoting and recruiting students into the CAMP program.
- Mentoring a CAMP student and/or finding additional mentors.
- Volunteer to serve on your CAMP Advisory Board.
- Inviting prospective students to visit WWCC in order to expand their horizons.

To the readers of this grant application, I would say... your money will be well spent if you fund this CAMP grant. We have an award winning community college; there is phenomenal support from the Latino community; a support network is in place, and students will be well served.

Sincerely,

(b)(6)

A rectangular box with a black border, containing the text "(b)(6)", which indicates that the signature has been redacted.

Sergio Hernandez
Equity and Access Coordinator

Richard Middleton-Kaplan, Dean of Arts and Sciences
Walla Walla Community College
800 Tausick Way
Walla Walla, WA 99362

RE: The Development of a CAMP Program at WWCC

We are writing to make a statement for the need and establishment of a CAMP program at Walla Walla Community College (WWCC). The two of us, Bill and Diana Erickson, have been working with the Walla Walla High School Latino Club since 2005. We both have extensive experience working with migrant youth and their families. Diana in particular has had 35 years of experience as an educator and director of programs that serve second language learners and migrant students.

Who We Are:

The Walla Walla High School (WA-HI) Latino Club is dedicated to promoting higher education, community service, cultural and leadership experiences for its student membership. The club's students are dedicated to serving the Walla Walla community and looking towards the future by developing plans to continue their education after high school. The membership of our students are 1st and 2nd generation Latino students in which we estimate that 95% of those students have a "Migrant" background and would qualify for the CAMP program. At this time we have many of our former members enrolled in CAMP programs where they are available at 4-year universities.

The club provides significant support to the Walla Walla County Fair and Rodeo by helping clean the fairgrounds and pavilion prior to the fair. The club also helps with school and community activities such as the Garrison Night School student tutoring program and carnivals and festivals at the various schools in the Walla Walla School District.

The Club provides a voice for Latino students and their culture at WA-HI and in the community in the hope of making the changes necessary to create a positive environment for learning for Latino Students in our community.

Exploring Post 311 (Exhibit 1) supports the Walla Walla High School Latino Club at Walla Walla High School. At this time the Post serves 60 + Latino students. Exploring is a **Learning for Life** program that is a subsidiary corporation of the Boy Scouts of America whose purpose is to serve youth in a public sector setting. The program also attracts other students on campus by providing a safe haven to gather and have an interest in the ideals of the Post which are visible not only to our members but also to members of the community.

The Post's purpose is to provide support and outreach to youth in the Latino community through the WA-HI Latino Club, create and support a higher education atmosphere for participating students, participate in recreational and social activities, provide community service opportunities for youth members, provide fundraising and partnerships to support Post and Club programs, strengthen self-esteem, cultural identity, and a safe haven for Latino students on the WA-HI campus and provide opportunities for career exploration in math, science, engineering, and related apprenticeship trades.

The combined programs have impacted our students in a positive way enhancing the education of Latino students at WA-HI. The Walla Walla Union Bulletin, our local newspaper, has referred to the Walla Walla High School Latino Club as the "Community Pride Club" (Exhibit 2). Through our student members, we have a substantial support network in our community and have earned significant social capital to help our students achieve their higher career and educational goals.

What We Can Do:

As stated, we strongly support a CAMP program at WWCC. One unique aspect of having a program at the Community College level is that the students in most cases will be living at home. This will allow the CAMP program to engage the entire family

instead of the individual student when they are away at college. By having a family based program, CAMP can influence not only the parents of students but also younger siblings in the family.

Since we serve CAMP eligible students we would be open to programs that provide information to our students to access the program at WWCC. We are willing to host informational meetings as needed. One of the most substantial things we can do is that our organization has an extensive network established with the Walla Walla Community. This includes partnerships with service organizations, businesses, colleges and universities, and local government that have been developed through a positive "Latino Student Success" program.

(b)(6)

Bill Erickson, Advisor
Exploring Post 311
Natural Resource Specialist (Retired)
Bonneville Power Administration

Diana Erickson, Chair
Exploring Post 311
Bi-lingual Director (Retired)
Walla Walla School District

Whitman College

Department of Sociology
345 Boyer Avenue - Walla Walla, WA 99362-2067
phone 509.527.5798 - www.whitman.edu

4 March 2016

Dear Sir or Madam:

As a college professor and former member of the Washington State Commission on Hispanic Affairs and a member of the Walla Walla County Housing Authority, I am acutely aware of the challenges facing our communities as we try to educate the next generation of students. That is why I am very excited to partner with the Walla Walla Community College in their efforts to obtain a CAMP grant from the U.S Department of Education. There is incredible need to make college more accessible to migrant and seasonal farm workers in the Walla Walla Valley and our local community college is ideally suited to provide these services.

Our community is currently experiencing the local effects of significant national demographic trends. According to recent census data, immigrants and their children account for 66 million people, or 23 percent of the American population. Here in Walla Walla attention is focused on Latinos who comprise the largest minority group in the county at about 21 percent of the population. It is interesting to note that while Latinos constitute 21 percent of the overall local population, they make up just over 37 percent of the children in the public schools. This shows that Latinos are concentrated in younger age groups. As these cohorts mature, they will play an increasingly important role in the economic, social, and political life of our community. It behooves us to ensure that this population is adequately prepared to contribute meaningfully to the well-being of the local community. Because of this, I applaud the efforts of the Walla Walla Community College to take these issues seriously and begin preparations for the task at hand.

As a community and as a society we have a responsibility to adequately address the educational needs of future generations. Given that 37 percent of the local school district's children are Hispanic; our community can ill afford to neglect them as its future. The continued health and vitality of the Walla Walla Valley depends on the proper training and education of all our youth. With a CAMP grant, the community college will be able to offer some of the neediest students the services, support, and opportunities needed become educated workers prepared to enter the workforce of tomorrow.

Beyond the well-established economic benefits of educating Latinos including migrant and seasonal farmworkers, I would add often overlooked yet critical aspects of education, which are the social and civic outcomes. At their best, community colleges integrate individuals into the fabric of their local communities. By providing a high quality and accessible education we can inculcate civic traditions of equality, democracy, and participation in community affairs. In doing so, we create strong citizens who have a vested interest in the community because they see themselves as part of that community. And isn't that the promise of the American Dream?

Our community, like many others across the country, is experiencing rapid demographic changes. The Community College is being proactive in its efforts to meet the challenges associated with the education of an increasing number of Latino students, many of whom come from farmworker backgrounds. I applaud their efforts and stand committed to working with them to ensure their success. The future of our community depends on it.

Sincerely,

Gilbert F. Mireles, Ph.D.
Associate Professor and Chair
Department of Sociology

Whitman College

March 4, 2016

United States Department of Education
College Assistance Migrant Program
Washington, DC

To whom it may concern:

I write to express my strong and enthusiastic support for the application by Walla Walla Community College for a CAMP grant. Walla Walla Community College (WWCC) is well poised to make a valuable, unique contribution to the education of migrant and seasonal farmworkers and their family members. As a member of our strong local higher educational community and as someone who exerts leadership in local and regional efforts to integrate Latinos (immigrant and US-born; farmworkers and others) into educational institutions, I believe WWCC would execute its responsibilities under a CAMP grant with tremendous success. Also, I myself would be glad to be engaged with the activities supported by the grant, and would look forward to doing so.

In the first place, I would be delighted to recruit students for the program by reaching out to partner organizations in the nationally recognized community-based research program I run at Whitman College on "The State of the State for Washington Latinos" (www.walatinos.org). I founded this program in 2005 to spur partnerships between talented undergraduates and community organizations aimed at generating new information and analysis to assist these organizations in meeting their goals, as well as to invigorate a more racially and ethnically inclusive culture of democracy in this region. WWCC has been a much valued partner in this program several times over the years, most recently in a highly productive effort to assess the achievements of an alternative high school program located at the College (which turned out to be quite substantial, by virtually all measures). So I am excited about the prospect of extending my collaborative relationship with WWCC through the CAMP grant. I also have abundant trust, accumulated over years of working with various individuals at WWCC, in the genuine intentions, the cooperative spirit, and the most impressive abilities of those at the College to accomplish their ambitious objectives.

I am confident that by working through the "State of the State" community partners network, I will be able to help WWCC with its recruiting effort by urging the following organizations to direct individuals in the communities they serve to apply to study at WWCC, and by facilitating their efforts to do this:

- Northwest Justice Project (a regional organization that provides legal aid to farm workers and other low-income people in Walla Walla and elsewhere in Washington State; <https://www.nwjustice.org/>)
- Walla Walla Public Schools Bilingual Program (a school district program that coordinates innovative bilingual education at the high school, both middle schools, and the majority of elementary schools, including extensive parent outreach efforts that link parents to night-school

ESL and other educational opportunities in Walla Walla;
<http://www.wwps.org/programs/bilingual>)

- The Health Center at Lincoln High School (a nationally acclaimed school-based health center located next to the public alternative high school in Walla Walla and serving a mostly low-income, disproportionately Latino population; <http://thehealthcenterww.org/>)
- INSPIRE Development Centers (a group that operates children and family programming, including Migrant Head Start, at the Walla Walla Farm Labor Homes which is the main locus of affordable housing for farm workers in the Walla Walla Valley; <https://inspire-centers.org/>)
- Catholic Charities of Spokane – Walla Walla regional office (an organization that offers various services including especially assistance for/with seniors and immigration services; <http://www.catholiccharitiesspokane.org/walla-walla-regional-office>)
- Columbia Legal Services (a regional advocacy organization for farmworkers and other low-income groups; <http://columbiALEgal.org/>)
- First Fruits of Washington (farmworker assistance program funded and operated by one of the major agricultural employers in the Walla Walla Valley, Broetje Orchards, providing exceptionally extensive services including housing, education, and health care to employees and their families, and supporting a wide range of non-profit activities in Walla Walla; <http://www.firstfruits.com/>)
- INK-OUT (a tattoo-removal program to facilitate gang exit run through a collaboration of The Health Center, Walla Walla General Hospital, and the Walla Walla Public Schools, for which helping clients forge new pathways to higher education is a key concern; <http://thehealthcenterww.org/ink-out-and-the-health-center/>)
- Latino Community Fund of Washington State (the one community foundation in the state that is specifically dedicated to serving Latinos through non-profit activities, with an emphasis on education; <http://www.latinocommunityfund.org/>)
- Beacon Development Group (a regional leader in affordable housing development with an emphasis on farmworker housing; <http://beacondevgroup.com/>)
- Washington State Commission on Hispanic Affairs (a Governor-appointed, non-partisan, citizens' advisory board dedicated to promoting equal opportunity for Washington State's Hispanic communities, including in higher education and in health care; <http://cha.wa.gov/>)
- KDNA "Radio Cadena" (a mostly Spanish-language, non-profit radio station directed mainly at farm workers and their families in the Yakima Valley, with a focus on public affairs and music/culture; <http://www.kdna.org/>)

The organizations above also would be willing and able to provide important resources to students who end up studying at WWCC through the CAMP grant. Clearly, the prospects for

students to succeed in these CAMP-enabled opportunities will depend not only on the quality of the programs offered at the College but also on chances for these students to connect with supportive networks in the broader community. I have no doubt that the application materials from WWCC have specified the features of excellence in the programs the College intends to offer with the help of the CAMP grant. In turn, I offer my help in connecting the new students to the important community resources they may need, which the various organizations above can furnish.

Finally, it would be a privilege to find ways to connect the students who attend WWCC through CAMP-sponsored programming with the academic and cultural community at Whitman College, where I have been on the faculty since 1997 and where I currently Chair the Politics Department. There is an energetic and increasingly large Club Latino on Whitman's campus, most members of which are first-generation working-class students; there is also a highly active, separate, first-generation working-class student organization. I am quite sure these students would be excited at the idea of reaching out to WWCC students who arrive via the CAMP grant and including them in cultural activities at Whitman, such as those involving theater, music, or special holiday celebrations. Other Whitman faculty also have been involved in assisting a local performing arts organization (Gesa Power House Theater) in increasing outreach to the local Latino community (e.g., for Day of the Dead events), and they, too, would likely be willing to help WWCC's newly arriving students learn about such events and feel welcomed at them.

I hope very much that you decide to award a CAMP grant to Walla Walla Community College, and I am grateful for this opportunity to express my support, which WWCC unquestionably merits.

Best wishes,

(b)(6)

Paul Apostolidis
Professor and T. Paul Endowed Chair of Political Science
Chair, Department of Politics



Yaacov Bergman, Music Director and Conductor

March 4, 2016

To Whom It May Concern:

I am writing this letter on behalf of the Walla Walla Symphony in support of the Walla Walla Community College's Department of Education CAMP grant.

Now in our 109th season, the Walla Walla Symphony constantly strives to delight and challenge our community by providing live orchestral performances and opportunities for learning about music. We aim to cultivate a growing appreciation for symphonic music in Walla Walla by attracting enthusiastic audiences to programs of the highest artistic quality and by providing wonderful experiences and deep and rich education programs for the benefit of the Walla Walla community.

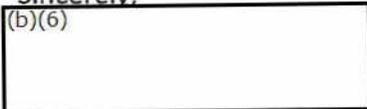
As part of our mission and our commitment to this community, we are glad to partner with WWCC to welcome CAMP students to Walla Walla and into our concert hall by providing free tickets to Symphony Series concerts throughout the duration of the grant.

We believe that the arts are uniquely positioned to create opportunities for people to connect across barriers that might otherwise be difficult to overcome such as language and socioeconomic status. We think that by attending Symphony concerts, these students will be exposed to music and experiences that may be new to them, expanding their cultural horizon and piquing their curiosity.

We look forward to working with the Walla Walla Community College and supporting these students on their important journey.

Sincerely,

(b)(6)



Leah Wilson-Velasco
CEO, Walla Walla Symphony
leah@wvsymphony.org
509-529-8020

TO: Department of Education
FROM: Tyson Foods Pasco Washington
DATE: February 27, 2016
RE: CAMP Grant

To Whom It May Concern:

This letter is in support of Walla Walla Community College in the hopes that they may be eligible for grants currently being provided under the CAMP grant program.

Our relationship with WWCC has been a strong one for a number of years now. In 2001 WWCC partnered with Tyson Foods and together we were able to open an in house Learning Center which serves our work force. This Learning center has provided great educational opportunities to many of our Team Members. TM's have had the ability to obtain their GED's, attend Computer literacy classes, ESL classes and citizenship classes. WWCC has also brought to our facility maintenance related classes along with safety classes.

Our Learning Center is a unique program for a number of reasons. First of all our Learning Center is housed on our premises and is manned by instructors from WWCC. Being located on our premises provides our TM's easy access to the Center. Secondly, the Learning Center does not serve one particular group, the center provides educational opportunities to all of our TM's who come from many countries around the world and are monolingual in their native language. The Center provides those TM's the opportunity to learn how to speak, read and write English.

In 2012 the Learning Center was recognized by the Association of Washington Business on the educational opportunities provided to our TM's. This Learning Center would not have had the success it has achieved, had it not been for the great leadership from WWCC.

Tyson Foods greatly supports WWCC and the educational opportunities it provides. As you review applications please take WWCC into great consideration as we feel that they have always been able to do a great job in the field of education.

Tyson Foods, Inc.
P.O. Box 4239 Pasco, WA. 99302
Phone: 509-543-4239 Fax: 509-543-4274

www.tyson.com
PR Award # S149A160026



**Catholic Charities
Walla Walla**

3/6/2016

Walla Walla Community College
500 Tausick Way
Walla Walla, WA 99362

To Whom It May Concern,

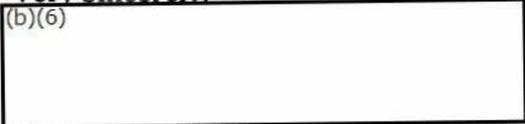
I am writing to express the support of the Walla Walla Community College's grant application to the Department of Education for the College Assistance Migrant Program (CAMP). Catholic Charities is a social service agency in the Walla Walla Valley and has a long history of working with migrant and seasonal farmworkers particularly of the Latino community. We believe that advanced educational opportunities are one of the pillars of enabling individuals to move forward with career goals and away from poverty and limited employment opportunities. We believe that the CAMP grant would be a great fit with the current educational programs that WWCC offers. It would also be accessible and welcoming to those eligible for this program.

Catholic Charities provides mental health counseling and immigration services as well as assistance with diapers and other basic needs. Catholic Charities would work with our current clientele to inform them of this program. We would also be available for referrals from WWCC to provide assistance to those enrolled in the program.

WWCC is one of the leading organizations in our community. They are continually looking for ways to enhance educational opportunities for individuals by providing innovative opportunities for access to education and career advancement. Catholic Charities has collaborated with WWCC on numerous occasions to support, engage, and empower members of our community. We look forward to continuing that relationship for years to come. We hope that the CAMP grant will be awarded to WWCC as it will provide a tremendous opportunity and benefit to migrant and seasonal farmworkers in the Walla Walla Valley.

If there is further information that I can provide please do not hesitate to contact me at 509-525-0572 or tmeliah@ccspokane.org.

Very Sincerely,

(b)(6)


Tim Meliah, MSW
Director, Catholic Charities Walla Walla

Phone: 509.525.0572
Fax: 509.525.0576
ccww@ccspokane.org
408 W. Poplar Street
Walla Walla, WA 99362

www.catholiccharitiesspokane.org



Budget Narrative File(s)

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Budget Narrative; ED 524 Sections C, Other Budget Information Walla Walla Community College

Itemized Breakdown of Costs by Classification and Year, Including Justification *Personnel*

The three positions/classifications below are critical to Walla Walla Community College's CAMP proposal and the college's efforts to run an effective program for the five-year grant period. All figures are stated in Year 1 salaries. Each year's salary/wage cost includes fringe benefits.

The CAMP Project Director (1.0 FTE)—this full-contract, full-time management position oversees the entire program from program employee supervision and special services to running the summer programming and serving as the liaison to community partners and other outside agencies. The position also collaborates with Walla Walla Community College faculty and TRIO services on curriculum development for the program. The Director will oversee the research project and collaborate with Walla Walla Community College research department to college and analyze data. The position has is an exempt position with an annual salary range of \$40,000 to \$43,000. For budgeting purposes, the salary is placed at the top of the schedule, as Walla Walla Community College wants to hire a high-caliber applicant.

The CAMP Retention Specialist/Recruiter (1.0 FTE)—this full-contract, full-time classified position serves as the main contact person/first year advisor for each student in the program, providing services ranging from initial needs assessments for students to reviewing and monitoring appropriate placement and the preparation of midterm reports and the on-going development of a student success plan. Part of this position includes collaborating with Walla Walla Community College diversity office and student services in planning CAMP program enhancement activities. As the recruiter, the position will take several outreach and recruitment trips, primarily in spring and early summer to ensure that students in eastern Washington are served. Annual salary ranges from \$37,000 to \$40,000

The CAMP Internal Evaluator (0.10 FTE)—this regular position will devote 10 percent of grant time to support the college institutional research department in data analysis and assist with completing annual report. The position reports to the director of institution and research. This is a part-time hourly position at \$20.00 per hour. This position will be schedule for 30 hours per quarter for a total of 120 hours.

CAMP Tutors—these three tutor positions are supported in the Walla Walla tutor and learning center and positions will be added to the existing tutoring pool. The benefit received for providing “three additional tutors” easily exceeds the cost, as all tutors will be available for

**Budget Narrative; ED 524 Sections C, Other Budget Information
Walla Walla Community College**

CAMP students. The hourly cost for each of the three tutors is \$10.08. Each tutor will work in with CAMP students five to six hours a week, four quarters per year or approximately 38 weeks per academic year. Tutor training for CAMP tutors will be provided annually and on-going as needed awareness to maintain the high level tutoring services for CAMP students.

Table: Summary of Cost by year for each position

Position	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Project Director	\$43,000.00	\$43,000.00	\$43,000.00	\$44,290.00	\$44,290.00	\$217,580.00
Retention Specialist/Recruiter	\$40,000.00	\$40,000.00	\$40,000.00	\$41,200.00	\$41,200.00	\$202,400.00
Internal Evaluator	\$2,298.24	\$2,298.24	\$2,298.24	\$2,367.19	\$2,367.19	\$11,629.09
Tutors	\$2,400.00	\$2,400.00	\$2,400.00	\$2,472.00	\$2,472.00	\$12,144.00

For budgetary purposes, salaries are assumed an annual inflationary factor of 3 percent has been included in year 4.

Fringe Benefits. Other Payroll Expenses (OPE) for the full-time contracted positions of Project Director and Retention/ recruitment Officer would be calculated at 40 percent for the 2016-17 fiscal year while the hourly positions of Evaluator and Tutor would be calculated at the part-time rate of 9 percent. An additional small amount has been allocated in the event rates increase in subsequent years.

Table: Summary of fringe benefits costs associated with the grant

	Year 1		Year 2	
	Salary	Benefits	Salary	Benefits
Full-time	\$83,000.00	\$33,200.00	\$83,000.00	\$33,200.00
Part-time	\$4,698.24	\$422.84	\$4,698.24	\$422.84
Total	\$87,698.24	\$33,622.84	\$87,698.24	\$33,622.84

	Year 3		Year 4	
	Salary	Benefits	Salary	Benefits
Full-time	\$83,000.00	\$33,200.00	\$85,490.00	\$35,905.80
Part-time	\$4,698.24	\$422.84	\$4,839.19	\$483.92
Total	\$87,698.24	\$33,622.84	\$90,329.19	\$36,389.72

	Year 5		Total	
	Salary	Benefits	Salary	Benefits
Full-time	\$85,490.00	\$35,905.80	\$419,980.00	\$171,411.60
Part-time	\$4,839.19	\$483.92	\$23,773.10	\$2,236.36
Total	\$90,329.19	\$36,389.72	\$443,753.10	\$173,647.96

**Budget Narrative; ED 524 Sections C, Other Budget Information
Walla Walla Community College**

Travel – In-State. Travel is a major part of the recruiter’s position, particularly during spring and summer. The recruiter will take up to six trips of 205 miles roundtrip each year, for a total of 1230 miles per year to travel within the five county Walla Walla Community College service district and throughout eastern Washington, especially in high-migrant population rural areas, some of the main agriculture employers in rural Washington each quarter. As part of retention strategies, travel will also be used for home visits as needed to support current CAMP students during their first year.

The table below outlines the project’s in-state travel costs for the Retention/recruiter for year 1. Travel will be organized to maximize time and trips. The college estimates six trips paid for CAMP personnel per year of which three will include overnight lodging costs.

Table: Summarizes project in-state travel costs for Year 1 for the Retention Specialist/recruiter

Travel Item	Unit Cost	Number of trips	Total
Per Diem Meals	\$59.00	3	\$177.00
Lodging Costs	\$180.00	3	\$540.00
Annual Mileage	\$512.50	6	\$3,075.00
Total	\$751.50		\$3,792.00

Using an inflationary factor of .8 percent per year for each subsequent year, travel costs by category are as follows:

Travel Item	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Per Diem Meals	\$177.00	\$178.42	\$179.84	\$181.28	\$182.73	\$899.27
Lodging Costs	\$540.00	\$544.32	\$548.67	\$553.06	\$557.49	\$2,743.55
Annual mileage	\$3,075.00	\$3,099.60	\$3,124.40	\$3,149.39	\$3,174.59	\$15,622.98
Total	\$3,792.00	\$3,822.34	\$3,852.91	\$3,883.74	\$3,914.81	\$19,265.80

Travel – Conference. The project calls for an annual trips for the project director – one to the annual trip to Washington, DC, during each year of the project period.

Tables: below outline those projected costs by travel classification and totals.

Travel Expenses	\$50.00
Ground Transportation	\$75.00
Air Travel	\$400.00
Hotel @ 3 days	\$600.00
Per Diem @ 3 days	\$414.00
Reg. fees for conference	\$1,000.00

**Budget Narrative; ED 524 Sections C, Other Budget Information
Walla Walla Community College**

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
DC Trip (1 person)	\$1,489.00	\$1,500.91	\$1,512.92	\$1,525.02	\$1,537.22	\$7,565.08
Travel expenses (1 person)	\$50.00	\$50.40	\$50.80	\$51.21	\$51.62	\$254.03
Registration fees (1 person)	\$1,000	\$1,008.00	\$1,016.06	\$1,024.19	\$1,032.39	\$5,080.64
Total	\$2,539.00	\$2,559.31	\$2,579.79	\$2,600.42	\$2,621.23	\$12,899.75

Equipment. N/A

Supplies. This budget narrative divides supplies into two categories: computers, software, and printer and ongoing office supplies. *Computers, software, printers, and office supplies in year 1.* Walla Walla Community College will be using the campus computer labs and library services for the project; however, there are some computer costs for staff and two additional lap top computers for CAMP students.

Table: itemizes those costs.

Non-consumable supplies	Number	Cost	Total
Office Computers	2	\$1,185.00	\$2,370.00
Laptops- loaners for students without access	2	\$1,050.00	\$2,100.00
Software- My Math Lab	25	\$131.75	\$3,293.75
HP LaserJet printer	1	\$350.00	\$350.00
Total			\$8,113.75

Walla Walla Community College wants to support student who do not have access to computers by providing access to two loaner laptops available to CAMP students for up to two-day check out. One high-quality printer (HP LaserJet 4250) needed for promotional materials. A Cell phone will be available for the use by the Retention Specialist/recruiter on a limited basis for use during recruitment trips and travel. Walla Walla Community College will provide telephone service for on-campus activities.

Table: below summarizes ongoing supply costs based on year 1.

Ongoing Supplies	
Non-instructional supplies	\$200.00
Graphic Materials	\$400.00
Cell Phone	\$1,222.00
Total	\$1,822.0

**Budget Narrative; ED 524 Sections C, Other Budget Information
Walla Walla Community College**

Table: below total supply costs

Supplies	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Computers plus equipment	\$8,113.75	\$3,293.75	\$3,494.34	\$3,599.17	\$3,707.14	\$22,208.15
Non-computer	\$1,822.00	1,836.58	\$1,851.27	\$1,866.08	\$1,881.01	\$9,256.94
Total	\$9,935.75	\$5,130.33	\$5,345.61	\$5,465.25	\$5,588.15	\$31,465.09

Office space, classroom supplies, furniture, most computer access, will be provided by the college.

Contractual. N/A

Construction. N/A

Other. The project identified several major barriers to migrant worker students' face in participation in postsecondary education costs. The CAMP project proposal team has identified a number of areas to provide students with additional assistance or the program with additional capacity, as doable within the overall constraints of the budget.

Ongoing Other	
Instructional Supplies	\$500.00
Meeting Expenses	\$800.00
Entry fees and dues for student conferences	\$600.00
Emergency student support fund	\$1500.00
Promotion and advertising	\$1200.00
Total	\$4600.00

Direct Costs

Budget Categories	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Personnel	\$87,698.24	\$87,698.24	\$87,698.24	\$90,329.19	\$90,329.19	\$443,753.10
Fringe Benefits	\$33,622.84	\$33,622.84	\$33,622.84	\$36,389.72	\$36,389.72	\$173,647.96
Travel	\$6,331.00	\$6,381.65	\$6,432.70	\$6,484.16	\$6,536.04	\$32,165.55
<i>Equipment</i>						
Supplies	\$9,935.75	\$5,130.33	\$5,345.61	\$5,465.25	\$5,588.15	\$31,465.09
<i>Contractual</i>						
<i>Construction</i>						
Other	\$4,600.00	\$4,636.80	\$4,673.89	\$4,711.29	\$4,748.98	\$23,370.96
Total Direct Costs (Lines 1-8)	\$142,187.83	\$137,469.86	\$137,773.28	\$143,379.61	\$143,592.08	\$704,402.66

Budget Narrative; ED 524 Sections C, Other Budget Information Walla Walla Community College

Indirect Costs. Approving Federal agency is Dept. of Health and Human Services. Indirect Cost Rate is 35% of salaries only.

Training Stipend. Only students accepted into the CAMP program and meet CAMP qualifications will receive the CAMP scholarship and benefit from this program. Scholarships will be divided into four terms, during their first year at Walla Walla Community College. Students will only be allowed to receive the scholarship for each term if they have completed expectations set up by the CAMP program in the previous term. Scholarships are critical given the costs associated with college usually prevent many students from attending, especially students of limited resources. Because of the high cost of tuition, Walla Walla Community College finds that scholarships are a critical part of the program.

The number of CAMP students, by year, is as follows

- Year 1: 25 students
- Year 2: 30 students
- Year 3: 40 students
- Year 4: 40 students
- Year 5: 44 students

Projected student cost for Walla Walla Community College full-time credit student for 2016-17
Walla Walla Community College student are as follows:

- \$12,930 for student away from parents' home
- \$11,300 in available aid

Scholarships will be awarded in the amount up to \$5,203 per year per student (with inflation of 2.5 percent in later years). The college's scholarship committee will determine need using the following factors: (1) transportation costs (2) childcare or healthcare costs, (3) other awards offered to students, and (4) family income modified for the number of dependents. While Walla Walla Community College is a non-residential school, access to meals during the day is seen as critical for student success. Under stipends, the college will also provide access to the campus food bank and up to \$12 dollars per week (e.g., 2 meals at \$6.00). Costs are estimated at six dollars per day for five days per week for 37 weeks per student (\$444.00 per student or \$11,100.00 in year 1).

**Budget Narrative; ED 524 Sections C, Other Budget Information
Walla Walla Community College**

With the additional services listed under “Other” above, the capacity-building efforts associated with this grant, and scholarship funding, CAMP students are more likely to persist through their second year of college and, as such, will ensure student success and make Walla Walla Community College CAMP program successful.

Total Costs. The table below summarizes the total costs of the program.

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Direct cost	\$142,187.83	\$137,469.86	\$137,773.28	\$143,379.61	\$143,592.08	\$704,402.66
Indirect Costs	\$30,694.38	\$30,694.38	\$30,694.38	\$31,615.22	\$31,615.22	\$155,313.58
Training Stipends	\$141,175.00	\$167,190.00	\$219,682.50	\$224,885.50	\$246,680.30	\$999,613.30
Total Costs	\$314,057.21	\$335,354.24	\$388,150.16	\$399,880.33	\$421,887.60	\$1,859,329.54

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 91-0821964

DATE:04/24/2015

ORGANIZATION:

Walla Walla Community Collège

500 Tausick Way

Walla Walla, WA 99362-9267.

FILING REF.: The preceding
agreement was dated
12/28/2010

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: Facilities And Administrative Cost Rates

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2015	06/30/2019	35.00	On-Campus	All Programs
PROV.	07/01/2019	06/30/2020	35.00	On-Campus	All Programs

*BASE

Direct salaries and wages including vacation, holiday, sick pay and other paid absences but excluding all other fringe benefits.

ORGANIZATION: Walla Walla Community College

AGREEMENT DATE: 4/24/2015

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Office of Management and Budget Circular A-21, and should be applied to grants, contracts and other agreements covered by this Circular, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

Walla Walla Community College

(b)(6)

Sue Willis

(NAME)

Director of Budget & Finance

(TITLE)

5/5/15

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

{AGENCY}

Darryl W. Mayes -S

Digitally signed by Darryl W. Mayes -S
DN: c=US, o=U.S. Government, ou=HHS, ou=PSC,
ou=People, ou=2342-19200-300-100-1-1-2000131668,
cn=Darryl W. Mayes -S
Date: 2015.05.05 12:05:23 -0400

(SIGNATURE)

for Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

4/24/2015

(DATE) 9320

HHS REPRESENTATIVE:

Karen Wong

Telephone:

(415) 437-7820

ORGANIZATION: Walla Walla Community College

AGREEMENT DATE: 4/24/2015

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

DEFINITION OF EQUIPMENT

Equipment is defined as tangible nonexpendable personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

The following fringe benefits are treated as direct costs:
QASI, LABOR & INDUSTRY INSURANCE, HEALTH CARE, AND RETIREMENT.

NEXT PROPOSAL DUE DATE

A proposal based on actual costs for fiscal year ending 06/30/18 will be due no later than 12/31/18.

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 08/31/2017

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Richard		Middleton-Kaplan	Ph.D

Address:

Street1:	500 Tausick Way
Street2:	
City:	Walla Walla
County:	
State:	WA: Washington
Zip Code:	99362-9267
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
509.527.4221	

Email Address:

richard.middletonkaplan@wcc.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

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c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

Walla Walla Community College

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	87,698.24	87,698.24	87,698.24	90,329.19	90,329.19	443,753.10
2. Fringe Benefits	33,622.84	33,622.84	33,622.84	36,389.72	36,389.72	173,647.96
3. Travel	6,331.00	6,381.65	6,432.70	6,484.16	6,536.04	32,165.55
4. Equipment						
5. Supplies	9,935.75	5,130.33	5,345.61	5,465.25	5,588.15	31,465.09
6. Contractual						
7. Construction						
8. Other	4,600.00	4,636.80	4,673.89	4,711.29	4,748.98	23,370.96
9. Total Direct Costs (lines 1-8)	142,187.83	137,469.86	137,773.28	143,379.61	143,592.08	704,402.66
10. Indirect Costs*	30,694.38	30,694.38	30,694.38	31,615.22	31,615.22	155,313.58
11. Training Stipends	141,175.00	167,190.00	219,682.50	224,885.50	246,680.30	999,613.30
12. Total Costs (lines 9-11)	314,057.21	335,354.24	388,150.16	399,880.33	421,887.60	1,859,329.54

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 01/01/2015 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Dept. of Health and Human Services

The Indirect Cost Rate is 35.00%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
PR/Award # S149A160026

Name of Institution/Organization Walla Walla Community College	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524